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Perspectives of looked after children on school experience – a study conducted among primary school children in a children's home in Singapore

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Appendix 1

Letter to Gatekeeper

Ms Celeste Yee
Blk 203 Toa Payoh North
#06-1097
Singapore 310203

9 February 2004

Addressee

Dear *Addressee*

Thank you for granting me the permission to conduct my research, entitled 'Understanding the Influence of Home Placement on Children's Experience and Perspectives in Mainstream Schools', at the *Addressee* Children's Home. As was mentioned in my thesis proposal and our meetings, the research is part of the requirement for the Doctor of Education Programme which I am doing with the University of Durham, UK.

The data collection of the research will be done in three phases. The first, being collection of data concerning children's profile, will commence on 10 February. It should not take more than a month's time to complete. The second phase has to do with interviewing children and is to be carried out during the second term of school. The schedule of the final phase is not certain yet as the questionnaire survey is to be formulated after the analysis of the interviews.

Should you have any doubt or query regarding the research, please feel free to let me know. I can be contacted at 62517230 and 93542270. Your support and assistance are very much appreciated.

Best wishes,

Celeste Yee

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CHILD'S PROFILE

Code No. _____

Age: _____ Sex: _____ Race: _____

Placement begins on: _____ (date) _____ (school year)

I) Reason for Home placement**A) Statutory Admission by Order of Court/Protector under Section**

- ☐ Sec 5(1) (Probation Hostel, POA)
- ☐ Sec 9(1) (Child Abuse, CYPA)
- ☐ Sec 44(1) (Offender, CYPA)
- ☐ Sec 49(1) (Care and Protection, CYPA)
- ☐ Sec 50(1) (Beyond Parental Control, CYPA)
- ☐ Sec 160 and 163 (Place of Safety, WC)

B) MCDS Referred Admission

- ☐ Official reference (due to: _____)

C) Compassionate Grounds Admission**i) Admitted by the Home**

- ☐ An orphan or destitute
- ☐ Single parent and requires care
- ☐ Lack of parental support due to parental neglect
- ☐ parents being irresponsible
- ☐ parents suffering from serious illness
- ☐ no alternate care arrangement available
- ☐ display disciplinary /behavioural problem

ii) Referred by other agencies

- ☐ Referred by: _____
- (due to: _____)

II) Length of stay in the Home

- | | |
|--|--|
| <input type="checkbox"/> Less than half a year | <input type="checkbox"/> Less than 4 years |
| <input type="checkbox"/> Less than a year | <input type="checkbox"/> Less than 5 years |
| <input type="checkbox"/> Less than 2 years | <input type="checkbox"/> Less than 6 years |
| <input type="checkbox"/> Less than 3 years | <input type="checkbox"/> Above 6 years |

III) No. of times for placement

- ☐ First
- ☐ Second (of a different Home)
- ☐ Second (of the same Home)
- ☐ Third (of a different Home)
- ☐ Third (of the same Home)

SCHOOL PERFORMANCE

Code No. _____

School:	Level:				Year:		
	English	2 nd Language	Maths	Science	ECA	Conduct	Rmks
P 1				X	X		
P 2				X			
P 3							
P 4							
P 5							
P 6							

School:	Level:				Year:		
	English	2 nd Language	Maths	Science	ECA	Conduct	Rmks
P 1				X	X		
P 2				X			
P 3							
P 4							
P 5							
P 6							

School:	Level:				Year:		
	English	2 nd Language	Maths	Science	ECA	Conduct	Rmks
P 1				X	X		
P 2				X			
P 3							
P 4							
P 5							
P 6							

School:	Level:				Year:		
	English	2 nd Language	Maths	Science	ECA	Conduct	Rmks
P 1				X	X		
P 2				X			
P 3							
P 4							
P 5							
P 6							

Appendix 3

Children's Consent Form

Celeste is a student who is doing a project for her university. The project is about your experiences in schools and what you think of them. She hopes that by talking to you, she will learn about the things that will help children like yourself enjoy school more.

The way that she is going to find out from you what children think about school is to have you answer her questions about your school's life. There is no right and wrong answer. You just have to say what you want to say. If you agree, you will be doing it together with a friend. It will be for about an hour.

The talk will be recorded in a tape but no one could listen to it except Celeste herself. The things that you say to her will not be told to another person. When she writes her reports, your name will not be mentioned. These are the rules that she has to keep.

It is your decision whether to talk to her. If you are not sure, you can make your decision later. If you have made a decision, please put a tick in the box that says your decision. Don't forget to write your name and date too.

- ☐ I will talk to Celeste
- ☐ I will not talk to Celeste

Name of child: _____

Date: _____

Appendix 4

Interview Protocol
Durham's EDD

Time of Interview: _____ Date: _____

Place: _____

Interviewer: _____ Interviewee 1: _____

Interviewee 2: _____

The primary goal of the interview is to find out the children's experiences in school and what they think of it.

A. Establishing rapport

1. Is there anything I can do to make you feel comfortable here?
2. Do you like to play compute games? (Turning to the computer)

B. Perspectives of School

slide 1

3. Tell me something about your school?
4. What do you usually do there? (daily routine)

5. What do you like best?

6. Do you like going to school?

C. Relationship with Teachers

slide 2

7. Tell me about your teachers?

8. Do you have any favourite teacher?

9. Why is s/he your favourite teacher?

10. Is there any teacher you don't like?

11. Why don't you like him/her?

12. Do you think your teacher likes you? (Self-perception)

slide *3/4

13. (If the child is not able to answer Q12) Does your teacher pay particular attention to you?

14. Does it mean s/he likes you?

15. What do you think are the things that make your teacher like (dislike) you?
(Self-perception)

D. Relationship with Peers

slide *5/6

16. Now, I will be asking you about other children in your class? Tell me about them.

17. Do you like them?

18. Why do/don't you like them?

19. Do you think your classmates like you? (Self-perception)

slide *7/8

20. What make you think so? (Self-perception)

21. Do you have best friends in school? Who are they?

22. What do you usually do together? (If the child do not think s/he has best friend, ask what s/he usually do during recess time)

D. Motivation in Learning

slide 9

23. Some people take a special interest in children's work. Are there people who show interest in your studies? (like asking you about it, or helping you or praising you for doing well)

24. Who are they?

25. Who care the most?

26. Who would you be in the picture (pointing at the computer graphic: lesson time)? (Self-perception)

E. Practical Help in Learning

slide *10/11

27. Do you need help in your studies? (Self-perception)

28. If yes, are there people who could help you?

29. Who are they?

E. Perspectives of the Future

30. Have you thought of what you want to become when you grow up?

31. Do you think school will help you become what you want to be?

32. What make you think so?

F. Closure

33. Do you have anything to add or say?

Appendix 5

Computer Graphic Vignettes

Slide 1: School



Slide 2: Class Teacher



Slide 3/4: My Teacher and I

(for girl interviewees)



(for boy interviewees)



Slide 5/6: Classmates

(for girl interviewees)



(for boy interviewees):



Slide 7/8: My classmates and I

(for girl interviewees)



(for boy interviewees)



Slide 9: Lesson Time



Slide 10/11: Homework

(for girl interviewees)



(for boy interviewees)



QUESTIONNAIRE

Age: _____ Class: _____ Gender: _____

Experience of school transfer: None/Once/ Twice/Thrice

1. Things I like about School

Activities

- ☐ Play
- ☐ Recess
- ☐ Food
- ☐ Celebrations

Academic

- ☐ English
- ☐ Mother Tongue
- ☐ Maths
- ☐ Science
- ☐ Homework

Enrichment

- ☐ P.E.
- ☐ Music Lessons
- ☐ Arts Lessons
- ☐ Computer Lessons
- ☐ Excursions

People

- ☐ Classmates
- ☐ Friends
- ☐ Teachers
- ☐ Principal
- ☐ _____

2. Things I like about my teachers

- ☐ Pretty
- ☐ Kind
- ☐ Caring
- ☐ Understanding
- ☐ Friendly
- ☐ Funny

- ☐ Attend to my needs
- ☐ Teach me many things
- ☐ Reward me for good result/behaviour
- ☐ Encourage me to work harder
- ☐ _____

3. I think my teacher should know that I am staying in a Residential Home.

* * * * *

No Maybe Yes

4. In my class, there are people who

- | | |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> play with me<input type="checkbox"/> are kind to me<input type="checkbox"/> do things with me<input type="checkbox"/> share things with me<input type="checkbox"/> help me in my study<input type="checkbox"/> encourage me<input type="checkbox"/> treat me fairly | <ul style="list-style-type: none"><input type="checkbox"/> irritate me<input type="checkbox"/> fight with me<input type="checkbox"/> scold me<input type="checkbox"/> bully me<input type="checkbox"/> I bully<input type="checkbox"/> I cannot get along<input type="checkbox"/> _____ |
|--|---|

5. My classmates know that I am staying in a Residential Home.

* * * * *

No Maybe Yes

6. I like going to the same school (or maybe same class) with people from the Home.

* * * * *

No Maybe Yes

7. In the Home, I can find

- ☐ Help for my homework
- ☐ People who take care of my school matters
- ☐ Encouragement for my studies
- ☐ Friends
- ☐ A quiet place for reading
- ☐ Many things to learn
- ☐ _____

8. Decision makers for the following school matters

A) Teachers B) Friends C) Jie Jie <i>Nellie</i> D) Social Worker E) Housemother F) Director G) Parents H) Myself
--

- | | |
|--|-------|
| <input type="checkbox"/> C.C.A. | _____ |
| <input type="checkbox"/> Time to reach school and time to return | _____ |
| <input type="checkbox"/> Pocket money | _____ |
| <input type="checkbox"/> Stationery | _____ |
| <input type="checkbox"/> Going out with friends | _____ |
| <input type="checkbox"/> School excursions | _____ |
| <input type="checkbox"/> Visits from Friends | _____ |
| <input type="checkbox"/> Visits from family members | _____ |
| <input type="checkbox"/> School Transfer | _____ |

9. School is important because

- | | |
|---|---|
| <input type="checkbox"/> I can learn new things | <input type="checkbox"/> I will learn to take care of myself when I grow up |
| <input type="checkbox"/> I can have friends | <input type="checkbox"/> It will help me find the kind of job I want |
| <input type="checkbox"/> I can play | <input type="checkbox"/> It will help me become a better person |
| <input type="checkbox"/> Parents say so | <input type="checkbox"/> _____ |
| <input type="checkbox"/> The staff say so | |
| <input type="checkbox"/> Teachers say so | |
| <input type="checkbox"/> Friends say so | |

10. School will be a more enjoyable place if

11. The Home will be a better place for learning if

12. My school results will be better if

Appendix 7

Photos of the Questionnaire Survey



Venue of the survey



Model 1: Sticky Choice
(Cafeteria-style)



Model 2: Peg the Scale
(Likert-type)



Model 3: Mix-n-Match



Model 4: Unfinished sentence



Tokens given to the participants

Appendix 8

Contact Summary (1)

Time:

May 18, 2004, semester exam had just ended a week ago. I reached the Home at about 3.30 pm.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

Interviewees:

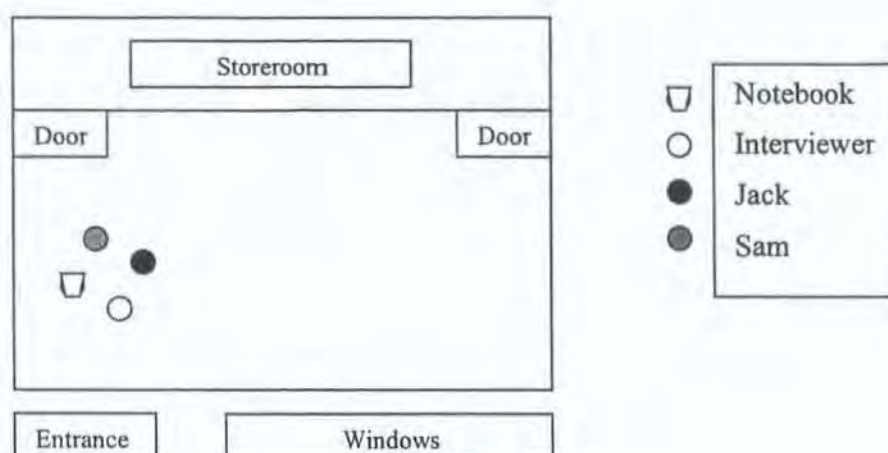
Name: Jack (pseudo name)
Gender: Male
Class: Primary Two
Race: Indian
No. of PLT: One
Date of PLT: 3 Jul 96
Reason of PLT: Single Parent (Cr)
Sibling: Brother in Primary 4
School: SGSS
No. of Transfer: No
Results: 81/300
Conduct: Good

Name: Sam (pseudo name)
Gender: Male
Class: Primary Two
Race: Chinese
No. of PLT: One
Date of PLT: 2 Dec 96
Reason of PLT: Single Parent (C)
Sibling: Brother in Primary 3
School: SGSS
No. of Transfer: No
Results: 215/300
Conduct: Good

Starting the interview:

After a short conversation with the Executive Director, Social worker Penny took me to the children's study area. Although exam was over, they still had their usual study hours, which was from 2-4 pm. The boys were asked to go with me to the conference room without being told why and who I was. Soon, the rest of the children would be released for their tea break. After tea, they were going to have their playtime in a public playground.

The boys watched while I set up the place as there were no tables except for some folding chairs. I placed the notebook on a chair near the electrical socket and lined up three others for us to sit. Below is a diagram of the context.



When everything was ready, I introduced myself to the boys and explained the purpose and procedure of the interviews according to the documents prepared for the occasion. They agreed to be interviewed and signed the consent form. Sam actually wanted to be interviewed alone but Jack said that he preferred to do it with a friend. Hearing what Jack had said, Sam decided to go along with his friend's decision.

Before the interview started, a picture of school on the notebook attracted Sam and Jack's attention. When the mike was passed to them, they got interested in the mike and Jack started talking and singing into the mike. They also tried to decide how to use the mike.

Ending the Interview:

The interview lasted about 50 minutes. When the interviewees got restless with the series of questions, a break was given. They enjoyed being in the air-conditioned room and did not mind skipping tea break. After the interview, they tried their hands on the notebook and played some games. A small token was given to them before they left to join other children in the playground.

Reflection:

Being the first interview I had ever conducted, there were many flaws in this interview. The interviewees, especially Jack, did not appear to be intimidated by the interview process. There were times when I was rather disturbed by his playfulness and did not know how to connect with both of them. While trying not to assume an authoritative role, I must admit that my unhappiness was inadvertently exposed when confronted by his mischief. The worry of having the situation out of control did prevent probing at certain points. However, judging from the candid responses, the interviewees did not seem to be greatly affected.

Contact Summary (2)

Time:

May 18, 2004, semester exam had just ended a week ago. It was the second interview of the day. The girls arrived between 5:35-5:50 pm separately.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

Interviewees:

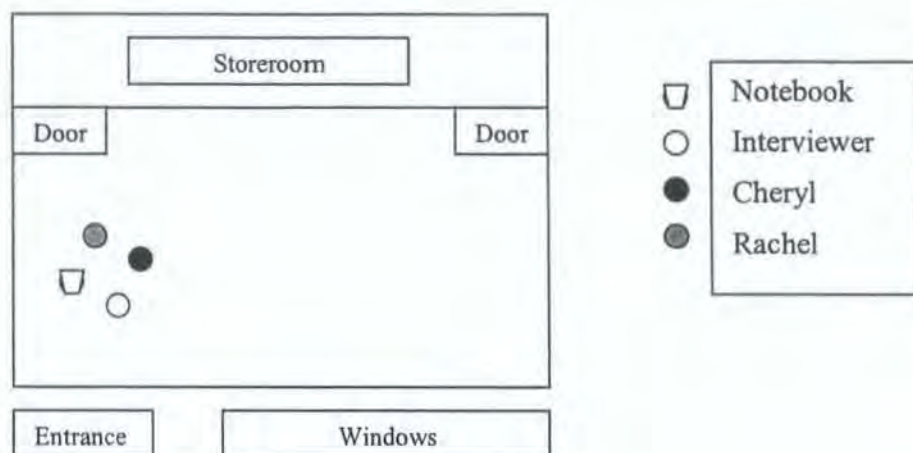
Name: Cheryl (pseudo name)
Gender: Female
Class: Primary Two
Race: Chinese
No. of PLT: One
Date of PLT: 1 Sept 96
Reason of PLT: Single Parent (C)
Sibling: No
School: SGSS
No. of Transfer: No
Results: 215/300
Conduct: Good

Name: Rachel (pseudo name)
Gender: Female
Class: Primary Two
Race: Chinese
No. of PLT: One
Date: of PLT: 25 Jul 03
Reason of PLT: P mental unstable (B)
Sibling: No
School: SGSS
No. of Transfer: One (Primary One)
Results: 217/300
Conduct: Good

Starting the Interview:

The Interviewer stayed in the room until the outdoor is over. I was told that the girls would be coming in after 5.30 pm. Cheryl came in at 5.35 pm. She was very friendly. She asked about the reason for being called into the room, was interested by the fact that my university was in UK and told the interviewer about the Home's routine. Rachel came in 10 minutes later, appeared to be very quiet. The interviewer explained the purpose and process of the interviewer and the girls signed the consent form.

PS. Routine of the Home: back from school, lunch, extra-lesson, tea break, outdoor play, wash-up, dinner, praise session, take medicine and more study hours.



Ending the Interviews:

The interview took about 20 minutes. After which, Rachel played some games on the computer (she seemed to be familiar with the games), whereas Cheryl was more interested in listening to the recording. I gave them a small token to thank them for their participation. They left about 7 minutes later.

Reflection:

The girls were better behaved as compared to the boys earlier. They were very well behaved in the first half and were wilder in the second. Perhaps it was because they were feeling more relaxed. At one point, Rachel even stood on the chair with the mike in her hand. Although they were playful at times, they took the interview seriously and answered all the questions. They seemed to like having to talk into the mike. It probably made them feel very special.

Contact Summary (3)

Time:

May 20, 2004, semester exam had just ended a week ago. The interview started at 4.30 pm, right after their tea break.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

Interviewees:

Name: Mary (pseudo name)
Gender: Female
Class: Primary Four (2+)
Race: Chinese
No. of PLT: One
Date of PLT: 28 May 01
Reason of PLT: SP neglect (Cr)
Sibling: No
School:XHPS
No. of Transfer: No
Results: 270/400
Conduct: Very Good

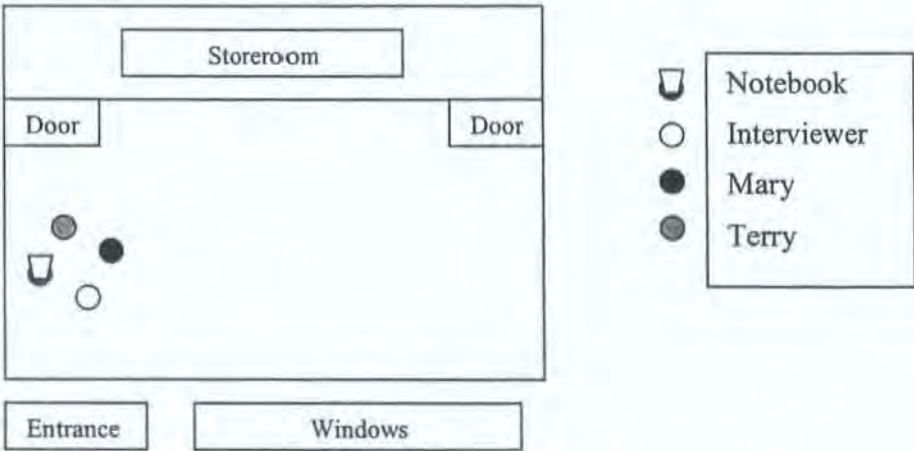
Name: Terry (pseudo name)
Gender: Female
Class: Primary Four
Race: Chinese
No. of PLT: Two
Date of PLT: 13 Dec 99
Reason of PLT: Sibling (Cr)
Sibling: Sister in Primary 5
School: SGSS
No. of Transfer: No
Results: 155/400
Conduct: Very Good

Starting the interview:

I waited for about 20 minutes in the conference room for the girls to come in. When the children were going to the canteen for their tea break, I went to check if the girls were told about the interview. Apparently, the Director had forgotten to inform them. I gave the girls' names to the staff-in-charge and asked to see them after tea.

Terry came in right after the tea break and started asking why she needed to come in. Mary came in looking rather unhappy and wanted to know how long it would take. While other children were moving to the outdoor playground, she was certainly unhappy to be asked to stay back. I explained the reason for having them in the conference room and told them they could choose not stay for the interview. Terry agreed quickly as she didn't mind giving outdoor play a miss. Mary thought for a while and decided to sign the consent form.

When the children walked past the conference room, some tried to peep in. The girls were paranoia with the possibility of someone else overhearing what they said. I assured them that people outside could not hear or see them. Yet, Terry continued to fuss over the matter. When asked if she wanted to get it done quickly in order to go to the playground, she said no. As for Mary, she kept urging us to start and get it done as soon as possible.



Ending the Interview:

Mary left shortly after the interview as it lasted less than half an hour and there was a chance that she might still find the other children at the playground. Terry stayed for a while to explore with the notebook.

Reflection:

I should have postponed the interview as Mary was very unhappy having to miss outdoor play. Thus, she was impatient in the second half of the interview or when Terry was taking a longer time to answer a question. However, she did her part adequately. Terry was more restless though she would rather stay for the interview. She moved about a lot and was rather disruptive. As both had different time frame and perhaps expectation for the interview, the pair was difficult to manage. Apparently, rapport was not built and the interviewing process was likely to be less enjoyable to them than to the earlier pairs.

When the interview was transcribed, I realized that the girls were not at all intimidated by the interviewing process or me. Perhaps this was the reason for their uncanny behaviour and remarks. The incident whereby Terry dropped the recorder allowed me a glimpse of their response towards having their misbehaviour recorded. Although it was a misunderstanding, their actions told me that they were free to say and do anything for the fact that confidentiality was assured them.

Contact Summary (4)

Time:

May 20, 2004, first semester exam had just ended a week ago. The boys came around 5.00 pm, in the middle of outdoor play.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

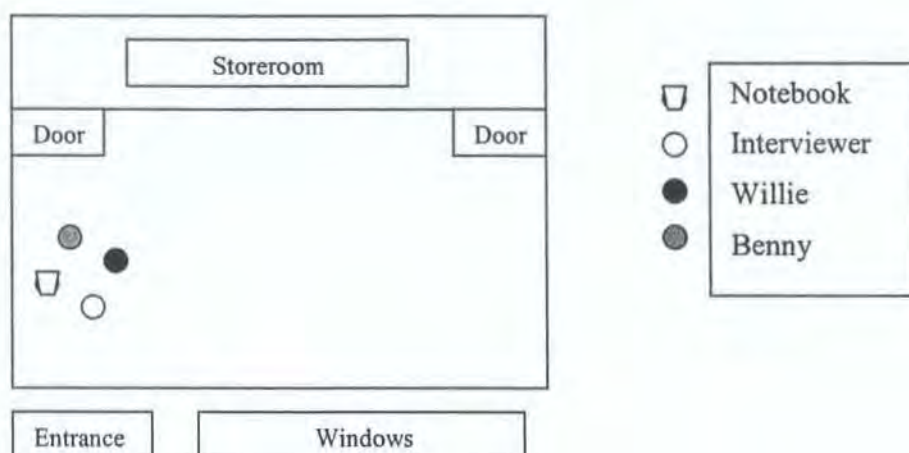
Interviewees:

Name: Benny (pseudo name)
Gender: Male
Class: Primary Five
Race: Chinese
No. of PLT: One
Date of PLT: 10 Jun 03
Reason of PLT: Beh (C)
Sibling: No
School: SGSS
No. of Transfer: 1 (mid Primary Four)
Results: 4-2-4-4
Conduct: Fair

Name: Willie (pseudo name)
Gender: Male
Class: Primary Five
Race: Chinese
No. of PLT: Two
Date of PLT: 10 Jul 97
Reason of PLT: Abused (B)
Sibling: ?
School: SGSS
No. of Transfer: No
Results: 4-4-4-4
Conduct: Good

Starting the interview:

The two boys came in apologizing. They told me that the Executive Director had sent for them but they were not aware of it. Instead they went to the playground. However, once they were told to come to the conference room, they came immediately. The outdoor play was not over yet. After the experience with the girls earlier, I realized that having someone in authority to send for them could make my work easier. There wasn't a sign of unhappiness from the boys. They were very cooperative. After hearing my explanation of the interview purpose and procedure, they willingly signed the consent form.



Ending the Interview:

Benny was very interested in the notebook. He played some games on it. Willie was less well verse with computer games. The Interview lasted about 20 minutes. The boys stayed for almost half an hour. When I was ready to pack and leave, Willie took the initiative to help pack and carry the notebook.

Reflection:

The boys were very cooperative and well behaved. In fact, Willie liked to be asked and shared his thoughts.

Contact Summary (5)

Time:

May 21, 2004, first semester examination ended more than a week ago. It was a Friday, most of the children had gone home. The only pair that I could interview was the two P6 boys. I arrived during their outdoor play and so waited for them to come back.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

Interviewees:

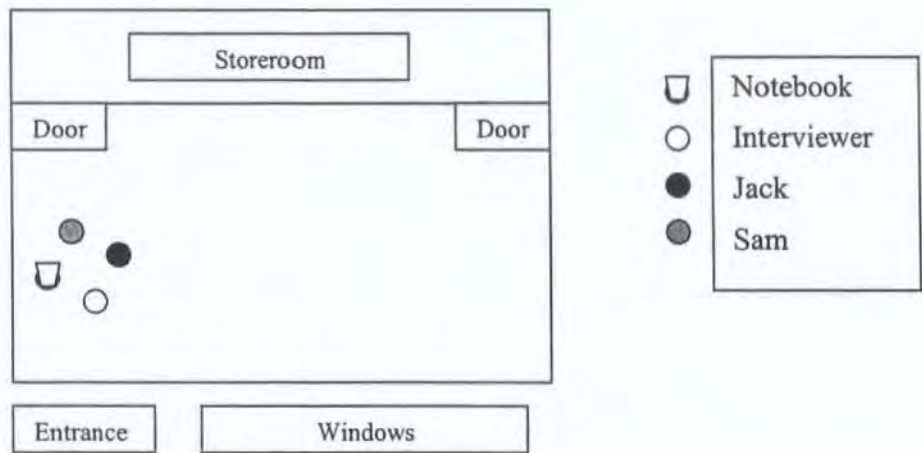
Name: Steve (pseudo name)
Gender: Male
Class: Primary Six
Race: Indian
No. of PLT: One
Date of PLT: 28 Oct 98
Reason of PLT: Single Parent (B)
Sibling: Brother in Primary Two
School: APS
No. of Transfer: 1 (Primary 2)
Results: 159/400 (EM3)
Conduct: Good

Name: Alan (pseudo name)
Gender: Male
Class: Primary Six
Race: Chinese
No. of PLT: One
Date of PLT: 14 May 01
Reason of PLT: Parent in jai (B)
Sibling: No
School: SGSS
No. of Transfer: 1 (mid-Primary 3)
Results: 200/400 (EM2)
Conduct: Good

Starting the interview:

When I arrived at the office, Alan was sitting outside by himself. Most of the children had gone home and the others were at the playground. The social worker coaxed him to go join the children but he refused. I decided to go to the conference room to set up while waiting for the other boy to come back from the playground. He followed me. Alan, though P6, did not seem to care about his appearance. He looked unkempt and his hands had marker doodles. When he sneezed, he used his hand to wipe. However, when I offered him a tissue paper, he displayed good manner.

Steve came running in after outdoor play. He seemed bubbly. Though interested in the notebook, he agreed to explore it only after the interview. I remembered meeting him on the first day of my visit to the Home. He was asked by the Executive Director to walk her to the bus stop. He was quiet then but enjoyed taking a walk out of the Home. After they were told the purpose and procedure of the interview, both boys signed the consent form.

**Ending the Interview:**

The boys stayed back to play some games on the notebook. Alan used the paintbrush software to create a card for me. He seemed to be knowledgeable with the computer software. They played for about 15 minutes and Alan decided to leave. He left before Steve.

Reflection:

The P6 boys seem to be more matured and less active. On the other hand, they were also less expressive. The answers given were often short.

Contact Summary (6)

Time:

May 24, 2004, it was the last week of first semester; children could look forward to a 4-week's break. I arrived shortly after 2 in the afternoon and the interview began 45 minutes later.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

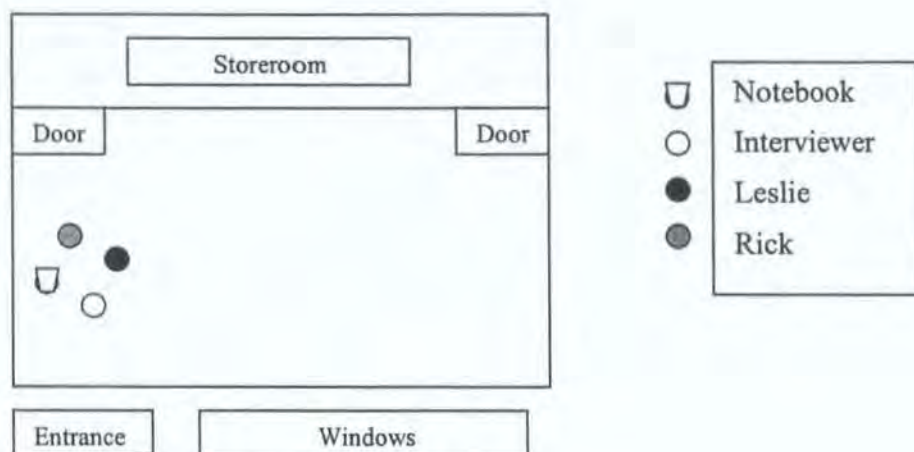
Interviewees:

Name: Rick (pseudo name)
Gender: Male
Class: Primary Three (+1)
Race: Chinese
No. of PLT: One
Date of PLT: 23 Oct 00
Reason of PLT: Single Parent (C)
Sibling: Brother in Primary 2
School: SGSS
No. of Transfer: No
Results: 186/300
Conducts: Excellent

Name: Leslie (pseudo name)
Gender: Male
Class: Primary Three
Race: Chinese
No. of PLT: One
Date of PLT: 19 Jan 02
Reason of PLT: Single Parent (B)
Sibling: No
School: SGSS
No. of Transfer: 1 (Primary 2)
Results: 255/300
Conducts: Good

Starting the interview:

While waiting for the key to open the door of the conference room, Leslie thanked me for taking them out of the study room. He thought the study time was boring and unnecessary since examination was over. The other boy was a brother of a younger interviewee whom I interviewed on the first day.



Ending the Interview:

The interview lasted about 30 minutes. After that, the boys wanted to listen to the recording. I asked Leslie about his kidney problem and found out that he was admitted early this year. Although he sounded cheerful, I somehow felt that he was only trying to put up a brave front. Rick played on the computer. They left a few minutes later as the next pair was coming in for the interview.

Reflection:

Both boys were in the same class. They were chatty and enjoyed talking about the pranks they did in class. Rick certainly had no qualm about disclosing his mischievous behaviour. In order not to assume an authoritative role, I did not give them a lecture on the right things to do.

Rick's speech was often unclear. He seemed to have used Mandarin and dialect here and there. Both had been very cooperative and the interview was basically a pleasant experience for all three of us.

Contact Summary (7)

Time:

May 24, 2004, it was the last week of first semester; children could look forward to a 4-week's break. The interview began at 4 pm, right after I had interviewed two P3 boys.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

Interviewees:

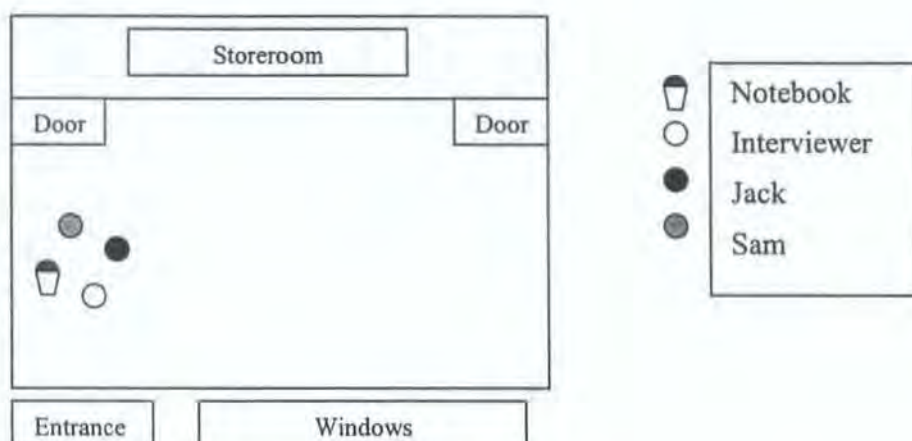
Name: Monica (pseudo name)
Gender: Female
Class: Primary Three
Race: Chinese
No. of PLT: One
Date of PLT: 19 Dec 00
Reason of PLT: Protection (Cr)
Sibling: Sister in Primary 4
School: SGSS
No. of Transfer: No
Results: 229/300
Conduct: Good

Name: Mandy (pseudo name)
Gender: Female
Class: Primary Three
Race: Chinese
No. of PLT: One
Date of PLT: 19 Jul 00
Reason of PLT: Parent mental slow (B)
Sibling: No
School: SGSS
No. of Transfer: No
Results: 71/300
Conduct: Very Good

Starting the interview:

Monica came into the room, saw the two boys. She looked apprehensive as to what this was all about but the boys told her that it was quite fun. Mandy came in shortly. She too looked apprehensive as to what was going to take place. After my explanation of the interview purpose and process, they remained rather anxious but decided to give it a try. Both signed the consent forms.

Monica was attracted to the notebook and started playing games. She played a card game that even I did not know how to play. When testing the recorder, I noticed the batteries were flat and the spare ones could not be used. I had to ask the girls to wait while I went to the office to get fresh batteries from the staff.



Ending the Interview:

After the interview, the girls listened to the recording. Monica played some games on the notebook, whereas Mandy asked to have her voice recorded again. When told that she could say anything to the recorder, she insisted to be interviewed instead. It was during this interview that I noticed her speech problem.

Reflection:

Apparently, the interviewees were not offering a lot of information as compare to their peers (the P3 boys). Most of the time, Mandy's response was either 'I don't know' or 'nothing'. It was after the second interview that I could be certain that she was not trying to withhold information or to be difficult.

A single interview might be a better idea for these girls as Mandy often interrupted Monica when she gave her answers. However, I was impressed by Monica's patience with Mandy as she was not a bit annoyed by the interruptions.

Contact Summary (8)

Time:

May 24, 2004, it was the last week of first semester. The children could look forward to a long break. I came in the evening as one of them was in the afternoon session. The interview started at 8.40 pm.

Location:

The interview took place in the office's reception hall. It was at the entrance to the office. Besides furnished with sofa set and television, it was also stuffed with many things, which were likely to be donated items. It was air-conditioned and had a curtain that could close up the area.

Interviewees:

Name: Jazreel (pseudo name)
Gender: Female
Class: Primary Five
Race: Chinese
No. of PLT: One
Date of PLT: 2 Apr 03
Reason of PLT: Elected (Cr)
Sibling:
School: SGSS
No. of Transfer: 1
Results: 4-4-4-4 (EM3)
Conduct: Fair

Name: Jenny (pseudo name)
Gender: Female
Class: Primary Five
Race: Chinese
No. of PLT: One
Date of PLT: 12 Oct 03
Reason of PLT: Single Parent/Beh (B)
Sibling:
School: MFPS
No. of Transfer: No
Results: 4-4-4-4
Conduct: Good

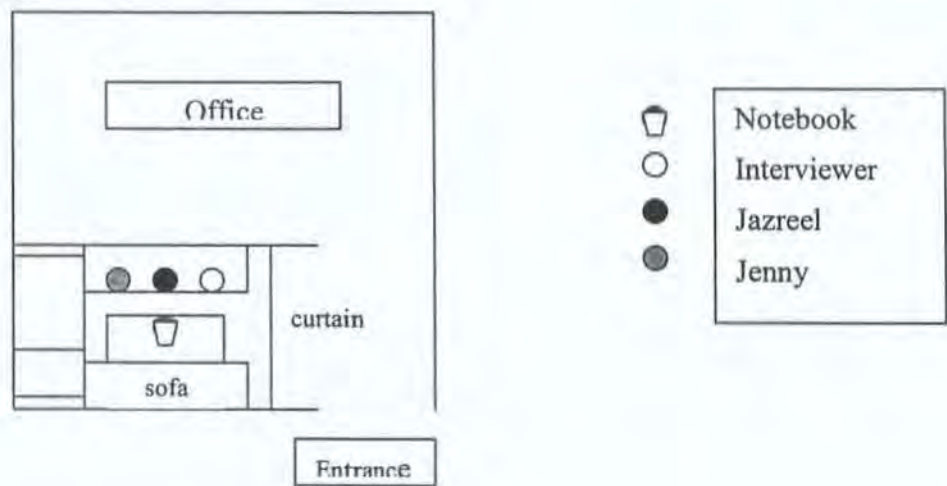
Starting the interview:

I arrived at the Home at about 7.50 pm. I was told that their Bible lesson should end around this time. When I was there, there were a number of people waiting outside the room. Most of them were volunteer tutors. It was also my first time meeting some of the housemothers. They were mainly from other countries such as Myanmar and Philippines.

The Bible lesson was longer than expected. After waiting for 20 minutes, I decided to ask if the children could be excused from the lesson so that I could interview them. The housemother agreed and got the children out. We went to the conference room but it was locked. Nobody had the key besides the Executive Director but he was not there. Finally, I decided to interview the children in the reception hall.

Shortly after we had settled down at the reception hall, the other children were released from the Bible lesson. Many had to go to the office for their medication before bedtime. Those who were done with the medication hung around at the reception hall and the situation was rather chaotic.

Anyway, I set up the notebook and explained to the girls the purpose and procedure of the interview. After they had signed the consent form, I noticed most of the children were done with their medication and so I told the housemothers that I needed to close the glass door for about 30 minutes in order to have a quiet environment for the interview. They agreed and the interview started at 8.40 pm



Ending the Interview:

The frequent interruptions had prolonged the interview to more than half an hour. The girls liked to listen to their own voices and sat for almost half an hour playing back the recorder. They talked about having to pack their cupboards that night. While both were rather new in the Home, they were still struggling to adjust to their lives there.

Reflection:

The environment was at odd with the interview. Besides intrusion and disturbance from the other children, there was also constant piling noise at the construction site next to the Home.

JENNY seemed to give quite a number of ‘I don’t know’ replies. Perhaps, she did not fully understand the questions. JAZREEL showed a greater interest in sharing her feelings. I recalled seeing her at the bus stop when she was walking back to the Home. She was then walking slowly and I was 50 meters ahead of her. When we met in the office again, we greeted each other with a smile. Since it happened a few months back, she did not know that we had met before.

Contact Summary (9)

Time:

May 25, 2004, it was the last week of first semester. Children were looking forward to a long holidays. I decided to arrive earlier and conduct the interview during their study hours. The interview started at 2.40 pm.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. There was no table in the room and my notebook had to be placed on one of the folding chairs.

Interviewees:

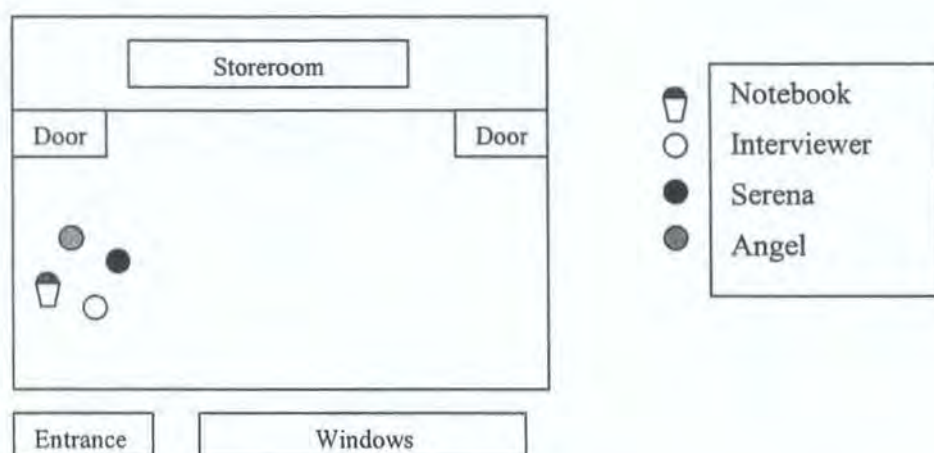
Name: Angel (pseudo name)
Gender: Female
Class: Primary Six
Race: Chinese
No. of PLT: One
Date of PLT: 4 Jan 01
Reason of PLT: Neglect (Cr)
Sibling: Brother in Primary 3
School: DQPS
No. of Transfer:
Results: 137/400
Conduct: Good

Name: Serena (pseudo name)
Gender: Female
Class: Primary Six
Race: Indian
No. of PLT: Two
Date of PLT: 3 May 03
Reason of PLT: Parent missing/injail (B)
Sibling: Brother in Primary 3
School: CHIJ
No. of Transfer: One (Primary 2)
Results: 146.5/400
Conduct: Good

Starting the interview:

When Angel came into the room, she told me she needed to go swimming later with other children. So, I promised her it would take not more than half an hour. As a result, there was little time for warming up. Nonetheless, this was the only group that took the pain of reading the consent form word by word before signing.

P.S. the tape was not rewind to the beginning. The first part was a pilot test.



Ending the Interview:

After the interview, the girls listened to the tape for a while. I praised Serena for her command of English. Serena talked about the switch from EM2 to EM3 partly because of family problems. The girls did not stay long as Angel had to go for the swim. Serena went to look for the other two boys whom I wanted to interview.

Reflection:

This group was not distracted by the notebook and mike at all. Serena was very articulate. She missed her last examination due to a family crisis and was promoted to EM3 rather than EM2. Angel was soft-spoken and did not say much. However, she too had tried to answer all the questions posed to her.

Interview Transcript (10)

Time:

May 25, 2004, this is the last week of first semester. This is the second interview of the day and it started at around at 3.30 pm.

Location:

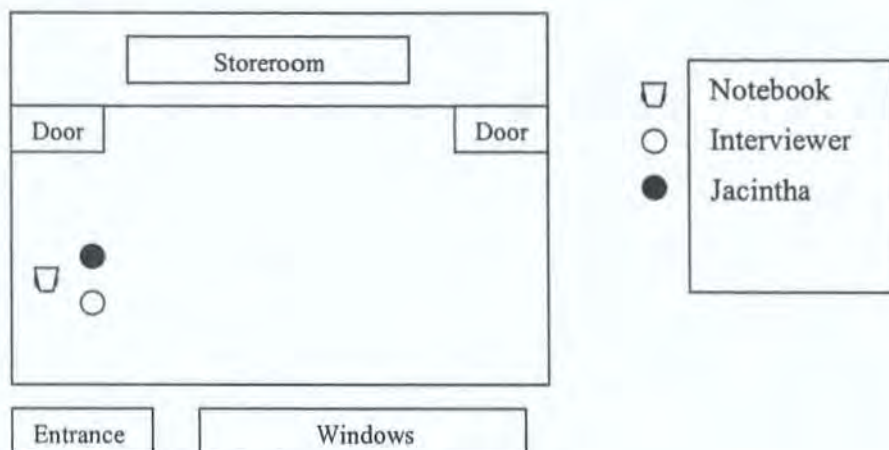
A temporary conference room is made available for the interviews. The Home is undergoing major re-construction work. A few building have been pulled down. Construction work is in process and so the environment is rather noisy outside. The room is air-conditioned. There is no table and the interviewer's notebook has to be placed on one of the folding chairs.

Interviewees:

Name: Jacintha (pseudo name)
Gender: Female
Class: Primary Five
Race: Chinese
No. of PLT: One
Date of PLT: 20 Jan 02
Reason of PLT: Single Parent (B)
Sibling: Brother in Primary 3
School: SGSS
No. of Transfer: One (Primary 4)
Results: 4-4-4-4
Conduct: Fair

Starting the interview:

Jacintha came to the interviewer the night before and volunteered to be interviewed. The interviewer asked if she would be willing to do it alone. She was hoping that she could do it with someone else, however, since the school holidays would be starting soon, the interviewer told her that she might not be able to arrange for a partner in such short time. She agreed and the appointment was made for today. This is an opportunity for the interviewer to compare single interview with what she has been doing so far.



Ending the Interview:

Since the staff was looking for Jacintha, the interviewer decided not to hold her too long. The interview lasted about 15 minutes and Jacintha left almost right away after the interview.

Reflection:

As Jacintha has volunteered to be interviewed, she took the task seriously, giving as much information as possible. Having only one person to interview also helps the interviewee to be focus and not distracted. However, there is also less spontaneity and third-person's input.

Jacintha talked a lot about her anger problem.

Contact Summary (11)

Time:

May 27, 2004, it was the last week of school and the next day would be the last day of first semester. The interview started at about 3 pm.

Location:

A temporary conference room was made available for the interviews. The Home was undergoing major re-construction and a few buildings had been pulled down. Construction work was in process during the interviews. Fortunately, it was an air-conditioned room and noise level was low. This time, there was a table in the room but no chairs. Chairs had to be taken from the canteen, which was at the other end of the temporary building.

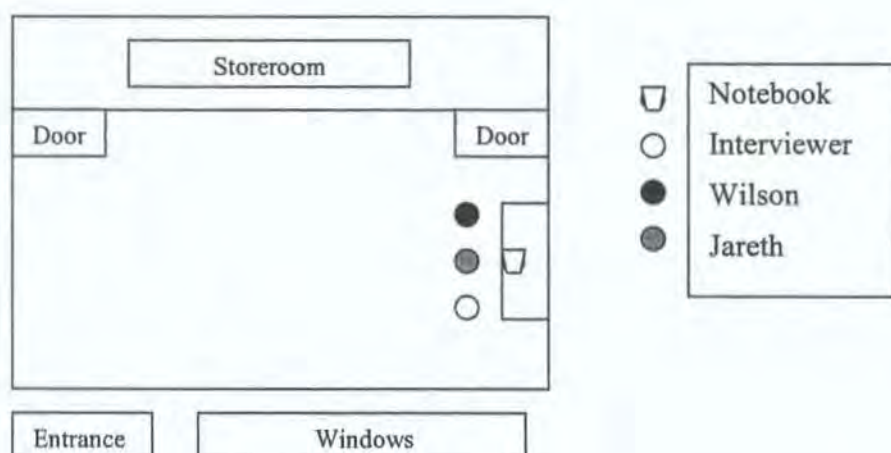
Interviewees:

Name: Wilson (pseudo name)
Gender: Male
Class: Primary Four (+2)
Race: Chinese
No. of PLT: One
Date of PLT: 26 Dec 02
Reason of PLT: Single Parent (Cr)
Sibling: One sister in Primary 3
School: SGSS
No. of Transfer: (did not go to school)
Results: 314/400
Conduct: Very Good

Name: Jareth (pseudo name)
Gender: Male
Class: Primary Four
Race: Indian
No. of PLT: One
Date of PLT: 7 August 00
Reason of PLT: Single Parent (Cr)
Sibling: Brother in Primary 2
School: SGSS
No. of Transfer: No
Results: 215/400
Conduct: Good

Starting the interview:

When I arrived, Wilson was photocopying in the office. After I've asked him to help me photocopy some documents, I went to the conference room to set up the notebook. It could not be started. When the boys came in, I told them about it and tried to fix the problem. During this time, the boys bowed down to pray. Unfortunately, nothing could be done and I decided to go ahead with the interview without using computer graphics because they would be heading home the next day when school holidays start. They agreed but were rather concern if I would be in trouble since they knew that the notebook was not mine.



Ending the Interview:

The whole interview lasted about only half an hour. Since the notebook was not working, the boys left shortly after the interview.

Reflection:

With a big table against the wall and the notebook down, there were less distractions but the atmosphere was also more formal. Besides playing with the mike and walking towards the storeroom, the boys were mostly cooperative and answered their questions as requested. Wilson took the lead and had somehow set the mode for Jareth's answers. Being an older student in his class, he also appeared to be more matured in his replies. It was until the end of the interview that Jareth provided some anecdotes of his behaviour in school.

Appendix 9

Respondents' Particulars for Questionnaire Survey

Code	Age	Year of birth	Class	Gender	No. of time for school transfer	Year of school transfer	Remarks
001	12	1993	P6	F	1	P3	
002	13	1992	P6	F	0	0	
003	12	1993	P6	F	1	P4	
004	12	1993	P6	M	1	P4	
005	12	1993	P6	M	1	P2	
006	12	1992	P6	F	0	0	
007	12	1993	P6	M	2	P2/P3	
008	13	1992	P6	M	0	0	
009	12	1993	P6	F	1	P2	
010	12	1993	P6	F	2	?/P4	
011	11	1994	P5	F	0	0	
012	13	1992	P5	F	1	P3	
013	11	1994	P5	F	0	0	
014	13	1992	P5	M	1	P3	
015	12	1994	P5	M	0	0	
016	11	1994	P5	F	2	P3/P4	
017	11	1994	P5	M	1	P4	-
018	10	1995	P4	F	0	0	
019	10	1995	P4	M	0	0	
020	11	1994	P4	F	1	P2	
021	12	1993	P4	M	0	0	just started school
022	10	1995	P4	F	0	0	
023	9	1996	P3	F	0	0	
024	9	1996	P3	M	0	0	
025	9	1996	P3	M	0	0	
026	9	1996	P3	F	0	0	
027	9	1996	P3	M	0	0	
028	9	1996	P3	F	0	0	
029	9	1996	P3	F	0	0	
030	9	1996	P3	F	1	P1	
031	9	1996	P3	M	1	P2	
032	8	1997	P2	M	0	0	
033	8	1997	P2	M	0	0	
034	8	1997	P2	M	0	0	
035	9	1996	P3	M	0	0	
036	7	1998	P1	M	0	0	
037	7	1998	P1	M	0	0	
038	7	1998	P1	F	0	0	
039	8	1996	P2	M	1	P2	
040	8	1997	P2	M	0	0	
041	7	1997	P2	F	0	0	

Appendix 10

Reflections of Questionnaire Survey

1st Visit (Monday, 19 September 2005, 4.15 to 5.45 pm)

I arrived at 3.30 pm and was told that I could use the counselling room for my survey. Children were going outings at around 5 pm. I could only survey the four P6s who had to stay behind because they failed their preliminary examination. Two other came before the outings. Those who stayed behind because of punishment for their misbehaviour were not able to come for the survey.

Code 001 When she was asked to follow me (who was standing at a distance away) by the staff to the counselling room, I could see her unhappiness as she stuffed her books into her bag (the study hour had just ended and most of the children were preparing for their outings). When she was walking with me to the counselling room, I asked if she knew why she was sent to me. She said it was for counselling. I clarified with her that I was not a counsellor but a student who had to conduct a survey in the Home. The moment she heard what I said, her face brightened up. In the room, I explained the purpose of my visit and asked for her name. It was then that I realised she was the voluntary respondent I had last year. When asked if she was willing to do the survey, she happily agreed.

It was a good beginning, as the string of people who came after her came with a more positive attitude (the token must have done some good too).

Code 002 An Indian girl. She looked nervous, afraid to make mistake.

Code 003 A former interviewee. She was comfortable with me and wanted to stay longer to enjoy the air-con.

Code 004 A boy and he was the first person who mentioned 'sometimes' for some of his answers. These answers were taken as negative.

Code 005 He waited at the door to come in. He was also carrying a bag, perhaps one of those who were going out. Apparently, he was in the care of foster parents and thus understood what guardian meant (Question 8). Explanation was required for other children as they tend to equate guardian with carers in the Home. Thus, the word was struck out later.

Code 006 A girl who behaved rather unruly. She was the first person who flipped the cards over to check what was behind. She wanted me to hear her read out all the words on the charts to make sure she knew the words before giving me the answers. At the end of the session, she took 4 tokens and spent about 10 minutes to decide which was the one she really wanted. She also wanted to take the snacks from the room but I stopped her, as they were not mine.

2nd Visit (Monday, 26 September 05, 4.20 to 7.30 pm)

I arrived at 3.25 pm and waited for a long time before the first child was sent to me. The process was slow as intervals were long. I noticed a group of youngsters there taking the children in various activities like watering the plants. The staffs were busy too. It was a time whereby many changes were taking place (new building, new director and the launching of new programmes).

Code 007 A former respondent. He refused to take the token.

Code 008 A quiet boy who did not have answers for the last three questions.

Code 009 A jovial girl who told me her results was top in class.

Code 010 A very quiet girl who looked like she had no friends in school as well as at the Home.

Code 011 A very eloquent respondent. She was also the first person who talked about getting a degree and coming back to the Home to help.

Code 012 A former respondent. She was impatient and rather unruly during the last interview. Before coming into the room, she had just been scolded and punished by the staff. When I walked past her room earlier on, I saw her weeping. Hence, I was worried that she was not going to cooperate with me this time. I was wrong. When I reminded her who I was, she happily consented to the survey and was totally cooperative throughout the session.

Code 013 A former respondent (sister of 006). She was the one who dropped my recorder during the last interview. This time round, she was much better behaved. Perhaps the previous encounter had helped to strengthen trust. She did not know how to answer Question 10 and 11 and I started using another approach for these questions. I asked if she had the 'power' to change anything of her school and Home, what would she change.

Code 014 A very nice boy.

Code 015 A former respondent who had grown quite a bit. I reminded him that he prayed for my laptop when it didn't work the last time. He laughed.

Code 016 A nice girl.

Code 017 The boy told me he was 13 and had two transfers (the 2nd was from Secondary School back to Primary 4 because of him being naughty). I noticed the discrepancy of his age while keying in the data and consulted a social worker. She told me that he had "pulled my leg" as he was in actual fact 2 years younger than what he claimed and had only 1 transfer.

My former respondents seemed happy to see me again even though many did not recognize me right away. I noticed they were also better behaved, perhaps now they considered me as an acquaintance. On the other hand, whenever possible, I would ask my respondents what they thought about this survey and their response were all positive.

3rd Visit (Monday, 3 October 05, 4.35 to 8.00 pm)

When I arrived at the Home at about 4 pm, there were two policemen around. The counselling room was later occupied by the police as they needed to speak to a number of children. I did not ask what happen but 017 was the first boy who was being called into the room. I decided to use another room for the survey and did it with the first girl. As the room had no table and chair, it was not as convenience. I decided to move back to the original room after the policemen had left.

Code 018 A former respondent. She was very quiet then, almost to the point of being uncooperative. However, this time round, she was happy to see me and willingly answered all my questions. When I asked her how she felt about the survey, she thought it was fun.

Code 019 He was pulled out in the middle of a monopoly game. He didn't want to leave at first as he was "winning a lot of money". When the staff called his name, he came with me and I apologized to him. He remained in good spirit and attitude.

Code 020 I asked if it was stressful having to answer the questions, she said no and thought that it was fun.

Code 021 I had mistaken him for being a girl because of his voice. He was born in Cambodia, grew up in Vietnam and came to Singapore 5 to 6 years ago. He had not been to school until this year (P4). He had a difficult time getting along with classmates as they had been calling him gay (perhaps because of his voice and mannerism). He had also a bad impression of his teachers. At the end of the session, I felt compelled to encourage him and provide him with a little advice. I told him to speak in a lower voice which would probably make him sound more like a boy.

Code 022 The girl took time to think through the questions and her answers. Her school is rather far away (in my opinion) and she has to travel on two buses to get there.

Code 023 A former respondent who liked this survey better than the last one. Interestingly she did not pick 'I will learn to take care of myself when I grow up' for question 9 since her answer during the interview was one of the reason why this statement was there.

Code 024 A former respondent but did not remember anything about the last interview.

Code 025 A very sweet Indian boy, who was very positive about everything.

Code 026 She responded to most of the things I said with a "yes" but picked very few answers from the charts. I thought she was either restricted by her ability to read or misunderstood my instructions. I read the items for her and encouraged her to pick as many as she wanted.

Code 027 A former respondent and another very positive Indian boy. He remembered me. An interesting discovery was that he seemed to prefer quietness, a contradiction to my impression of him last year for being rather active. At the end of the session, he asked me to come again the next day to take him for another survey.

As I was moving down to lower Primary children, I noticed the questionnaire was also becoming more challenging. With the P3 children, more help is needed in reading the words on the charts and explaining the questions. Fortunately, there were only 12 questions instead of the earlier plan of having 20.

I was also told that 2 P4 children on my list have left the Home recently.

4th Visit (Monday, 5 October 05, 5.50 to 8.10 pm)

I arrived at 4.15 pm. When I was walking into the compound, the children were walking out. They were on their way to a nearby park for games. Besides the staff, a western man was with them. When I met Nancy, she was holding a basketball and told me that they would come back at 5.30 pm. I told her that I would wait for them to come back.

While waiting, I had a short moment with the two social workers. I raised the question about 017 but noticed that they were not able to tell me what had happened on Monday. However, the other social worker encouraged me to confront him for lying about his age and number of transfer. I

thought he was serious about what he said since he repeated it a few times. The conclusion was he could have been imagining it. I also shared my concern about 021 and actually broke confidentiality by exposing how his classmates had teased him. I informed them about the advice I had given him and assured them that this was an exception from my usual practice.

When the children were back, they were told to return to their dormitory to bathe. I waited for another 20 minutes when I got hold of a P3 girl to begin my survey.

Code 028 A rather quiet girl who appeared to be tensed. I read most of the cards for her. When I asked if she liked what we had just done, she nodded.

Code 029 A rather active girl who asked me a number of questions, such as why you come and where you were born.

Code 030 A former respondent with a very sweet personality. She enjoyed the process.

Code 031 He was brought to the room by 030. 030 wanted to stay behind with him and he agreed. He appeared to be a Malay, which is uncommon in this Home. As requested, 030 sat beside him throughout the session keeping mum about the answers. However, he did look to her for help. He also looked anxious to get done with the survey. I suspected that it was the token that he was looking forward to.

Code 032 A very active Indian boy who either stood or moved around in the room.

Code 033 When I thought the last three questions, especially Question 10 and 12, might have been too difficult for the younger children to cope, this boy surprised me by his ability to read most of the words and give fitting answers to the more challenging questions.

Code 034 Same as 033, if not better, he was able to handle all the questions at ease.

Whether some of the questions are beyond the younger children are not a problem. It is more to do with their age but with their level of understanding and ability to read.

5th Visit (Monday, 10 October 05, 4.05 to 5.15 pm)

I arrived slightly before 4 pm. While the staff were having a meeting, I got the key and went into the room to set up. Then I went to the dining hall and approached a boy whom I had not met before. He was the P3 boy who had chicken pox last week. Since he was playing, I invited him to go to the room with me.

Code 035 He was rather active and seemed unable to read some of the words. I decided to read for him. It was also my first time having confused with the sequence (skipped question 5 & 6 and went on to question 7, but came back to them later).

Code 036 When he came in, he was still eating his tea break snacks. After which, he did not touch the charts at all. Later I found out that it was because his fingers were oily. Throughout the survey, he had been sucking his thumbs.

Code 037 A boy who could read all the words and needed minimal explanations. His brother is down with chicken pox, resting at home.

Code 038 A girl who tried to explain almost all her answers. She was new at the Home and said she had no friends in school. While the other children were at the park, she couldn't go.

I completed all four rather quickly as no time was wasted on waiting. Each took 15 to 20 minutes. Judging from the fact that the P1s had no problem dealing with the questions, especially 037, the questionnaire should not be deemed as difficult. Reading and explanations were requested from children of all levels, depending on their ability to read and comprehend.

I had stayed back to wait for two P2 children who had gone for a medical appointment (obesity). After waiting for 45 minutes, a social worker advised me to come back another day since I still have a couple of boys to come back for.

6th Visit (Monday, 17 October 05, 4.30 to 5.45 pm)

I was expecting to clear all the remaining names on my list today as advised by the social worker last week. However, while looking for the two children who had gone for a medical appointment last Monday, I was told that they had gone home. Hence, I asked for the boy who had chicken pox last week and conducted the survey with him.

039 He was crying when I approached him. After bringing him to the room, I asked why he was crying. He told me that an older boy had snatched his thing. He agreed to do the survey and stopped sobbing in a short time. By the time the survey was done, he seemed to have got over with the earlier incident and was happy with the token.

I was quite disappointed by the fact that I could not achieve what I had set my mind on. When talking to a social worker, I realised the two children were home due to an emergency. In retrospect, I notice that over a period of a month (since the beginning of the survey till now), I have lost three potential respondents: one was home because of chicken pox and never return perhaps because she is in P6, another's status was converted to after-school care but was never there when I tried to look him up, and the last was discharged with her sister (I managed to survey the sister earlier). Whether the two children are coming back is yet to be known. The occurrences have somehow indicated the custodial right of the family over the institution (It is not gazetted as a place of safety). Children are discharged as and when family are ready to bring them home. Perhaps, this will explain why an educational plan was not put in place.

7th Visit (Monday, 24 October 05, 7.00 to 7.35 pm)

I tried calling the social workers earlier in the afternoon to see if the two kids were there. One was on leave and the other had not come in. The receptionist was not able to tell if the children were there. So, I called again at 5 pm and managed to speak to one of the social workers. I went down to the Home at 6.10. After setting up, I was able to chat with the social worker and realized that the few new names I thought were Malays were actually Indians. I waited till 7 to meet the first child. Their dinner started at 6.30 pm.

040 a very lively boy. On the plump side and it explains why the last time had to go for medical check up. Managed the questions very well and tried to give his own answers.

041 040's sister, born in the same year but different month. She was crying when she walked into the room as another child had pushed her. She looked timid and wanted her brother to stay with her. 040 was very patient. She required more encouragement when she had to answer questions as she often turned to her brother.

Appendix 11

Interview Transcripts

P2 Girls

Line	Content	Code	Notes
1	Interviewer: Are you ready?		
2	CHERYL: Yes.		
3	Interviewer: Okay, tell me about your school, Cheryl.		
4	RACHEL: (overlap) Press which one?		
5	CHERYL: I		
6	Interviewer: (overlap) No		
7	CHERYL: I like		
8	Interviewer: Just say, don't have to		
9	CHERYL: I like my school because my school give me recess.	Pro	
10	Interviewer: Okay, very good, what about Rachel?		
11	RACHEL: I likes school because can study more about... things.	Knw	
12	Interviewer: Good, what do you usually do in your school?		
13	RACHEL: Play with my friends during recess time.		
14	Interviewer: Ah, what about, ur, Cheryl?		
15	(silent)		
16	Interviewer: What do you usually do in school?		
17	CHERYL: I usually do in school is to play with my friends and play		
18	catching.		
19	Interviewer: What is the best thing about school, can you tell me?		
20	CHERYL: Studying.		
21	Interviewer: Okay, what about Rachel, the best thing in school?		
22	RACHEL: Studying too.		
23	Interviewer: So, you mean you like going to school? Yes?		
24	RACHEL: Yes.		
25	Interviewer: Oh, what about Cheryl?		
26	CHERYL: Mee too.		
27	Interviewer: Do you like to go to school?		Repetitive

28	CHERYL: Yes.		
29	Interviewer: Good. All right, next picture. Now, tell me something		
30	about your teacher.		
31	CHERYL: My teacher is kind and good. When after exam, he let us	Tr	
32	to watch the TV at the whiteboard.		
33	Interviewer: Rachel.		
34	RACHEL: Teacher usually teach us and give us exam paper. And	Tr	
35	after exam paper, teacher will let us see some show.		
36	Interviewer: Ah, do you have favourite teacher?		
37	RACHEL:: Yes, I have.		
38	Interviewer: Who is the teacher?		
39	RACHEL: Miss Teng.		
40	Interviewer: Miss Teng.		
41	CHERYL: (shriek)		
42	Interviewer: What about Cher, Cheryl?		
43	RACHEL: (to Cheryl) Me too.		
44	CHERYL: Wait ah, Mrs Elisa Lim.		
45	Interviewer: Mrs Es		
46	RACHEL: (overlap) Must say louder.		
47	Interviewer: ther Lee.		
48	CHERYL: Mrs Elisa Lee.		
49	Interviewer: Okay, just now Rachel say ‘Me too’ does it mean that		
50	both of you are in the same class?		
51	RACHEL: Yes		
52	CHERYL: Yap		
53	Interviewer: Ohhh, I see.		
54	CHERYL: Same team.		
55	Interviewer: Why do you like Mrs Lee, Cheryl?		
56	RACHEL: Miss Lee		
57	Interviewer: Oh Miss Lee.		
58	CHERYL: Because she is pretty and kind.	Tr	

59	Interviewer: What about Rachel? Why do like Miss Tan?		
60	RACHEL: Miss Tan usually let us see.. show	Tr	
61	CHERYL: (to Rachel, softly) and kind.		
62	RACHEL: and kind.		
63	Interviewer: I see, but do you have any teacher that you do not like?		
64	RACHEL: Miss Wendy.		
65	Interviewer: (overlap) Who is she?		
66	CHERYL: (in Mandarin) why don't you tell her Chinese teacher.		
67	RACHEL: Chinese teacher.		
68	Interviewer: Why don't you like her?		
69	RACHEL: She very fierce, every time scold us.	Tr	
70	Interviewer: Ohh, what about Cheryl?		
71	CHERYL: I don't like (pause)		
72	RACHEL: (in Mandarin) say		
73	CHERYL: Miss Wendy too because she always use the long ruler	Tr	
74	and bang on the table when we are noisy.		
75	Interviewer: Ohhh. Okay.		
76	RACHEL: Next ah, next picture ah?		
77	Interviewer: Sure, you help me to click.		
78	CHERYL: (overlap) Eh, I also want to click.		
79	Interviewer: Thank you. Later your turn., all right?		
80	Interviewer: Okay, do you think your teacher likes you?		
81	CHERYL: Yes.		
82	Interviewer: Okay, what make you think so?		
83	CHERYL: Because she talk to us kindly and give us permission to	SP	
84	toilet one by one.		
85	Interviewer: Okay, what about Rachel?		
86	RACHEL: I like my teacher because teacher let us go recess earlier	Tr	
87	and let us play... in the class, sometime.		
88	Interviewer: What about, do you think your teacher like you?		
89	RACHEL: Yes, my teacher like me.		

90	Interviewer: Um hm, what make you think so?		
91	RACHEL: Because I pass my Maths.	SP/Exa	
92	Interviewer: Ummm, okay... all right. Cheryl you want to click?		
93	Do a right click.		
94	RACHEL: This one		
95	Interviewer: left click, sorry. Okay.		
96	RACHEL: Later my turn.		
97	Interviewer: Yes. Now let's talk about the other children in your		
98	class, okay? Can you tell me something about them, Cheryl?		
99	CHERYL: I don't like Zack because when every time I'm studying	Cl	
100	or reading a book or playing with Rashman, he always come and		
101	disturb me and disturb Jack. Thank you. Ah, Ah.		
102	Interviewer: Okay,		
103	CHERYL: (overlap) (soft) very scared you know.		Intimidated?
104	Interviewer: Rachel.		
105	RACHEL: I don't like Jack because Jack very in interrupt people.	Cl/	
106	When I ..and I doing homework, she always play with her saliva.	Hmw	
107	. [boy in the Home]		
108	(laughter)		
109	RACHEL: Thank you		
110	Interviewer: But, do you like the others?		
111	RACHEL: Yes, I like. I like Melissa, Cheryl, Shannon and Sam.	Cl	
112	[some are children in the Home]		
113	CHERYL: (shriek)		
114	Interviewer: Are they your best friends?		
115	RACHEL: Yes, they are my best friends.		
116	Interviewer: Okay, what about Cheryl?		
117	CHERYL: I like Ricky, Rachel, Shannon and Sam, too.	Cl	
118	[some are children in the Home]		
119	Interviewer: Are they your best friends too.		
120	CHERYL: Yes.		

121	Interviewer: Okay, now, what do you usually do together with your		
122	best friends?		
123	RACHEL: Ya [want to click the next picture]		
124	Interviewer: Wait, not yet.		
125	RACHEL: Can you		
126	(silent)		
127	CHERYL: Later I click		
128	RACHEL: (overlap) Say again		
129	CHERYL: Later click		
130	Interviewer: What do you usually do with your best friends?		
131	RACHEL: Play with them and sing song... we usually play	CI	
132	catching at the..		
133	CHERYL: (soft) multi		
134	RACHEL: multi, multipurpose court and buy some, some		
135	CHERYL: (soft) food		
136	RACHEL: cake food to eat and buy some rings. Sometime,		
137	Monday and Wednesday, we will go to the... library and bookshop		
138	to borrow books and		
139	CHERYL (soft) buy buy		
140	RACHEL: buy some, buy stationery. Thank you for your		
141	cooperation.		
142	(laugher)		
143	Interviewer: Cheryl, what do you usually do... with your best		
144	friends?		
145	CHERYL: I usually... play with them scissor scissors-paper-stone		
146	and... we go to the library or bookshop oftenly to borrow books and		
147	buy stationery, too, thank you.		
148	Interviewer: Okay.		
149	CHERYL: COOPERATION		
150	RACHEL: I click		
151	Interviewer: Click, right, um hm. Do you think the other children in		

152	your class like you?		
153	RACHEL: Yes.		
154	Interviewer: What makes you think so?		
155	RACHEL: They usually play with me and read storybooks with me.	CI/SP	
156	Interviewer: Ah, what about Cheryl?		
157	CHERYL: They usually make jokes for me to laugh me too and	CI/SP	
158	read those magazine which will make me laugh, thank you.		
159	Interviewer: Okay, do you want to take a break?		
160	RACHEL: Yes.		
161	Interviewer: All right, we stop for a short while.		
162	[BREAK]		
163	CHERYL: Take 20 is it, 262 plus out 345, what is the total?		
164	[picture on screen]		
165	Interviewer: Okay, shall we start?		
166	CHERYL: (overlap) Okay		
167	Interviewer: All right		
168	CHERYL: we shall start but WHAT IS the total, now tell me, tell		More relax
169	me, tell me. (laugh)		now
170	Interviewer: (overlap) Okay		
171	CHERYL: Tell me now. What is 268 plus 344?		
172	Interviewer: Oh well, I do not know. (laugh)		
173	CHERYL: You never count and learn your Maths? Okay, let's start,		
174	thank you.		
175	Interviewer: All right, good, now, some people take an interest in		
176	children's studies, all right. I need you to tell me are there people		
177	who show interest in your studies, Rachel.		
178	RACHEL: Huh?		
178	Interviewer: Are there people who care about your studies?		
179	RACHEL: Yes.		
180	Interviewer: Who are they?		
181	RACHEL: Cheryl, Shannon and Sam.	Sig	

182	CHERYL: (shriek)		
183	Interviewer: These are your friends?		
184	CHERYL: (whisper to Rachel) and Jieh Jieh Nellie.		
185	Interviewer: Are these your friends?		
186	RACHEL: Yes.		
187	Interviewer: Okay		
188	RACHEL: (overlap) U		
189	Interviewer: Are there other people?		
190	RACHEL: Yes (pause) Jieh Jieh Nellie usually teach us Maths,	Sig	
191	Interviewer: Uh huh		
192	English and		
193	CHERYL: (whispering to Rachel) Bible		
194	RACHEL: Chinese		
195	Interviewer: Uh huh.		
196	CHERYL: (whisper to Rachel for about 7 seconds) Teacher -		
197	(unclear)		
198	RACHEL: teacher	Sig/tr	
199	CHERYL: (continue to whisper for about 5 seconds) (unclear)		
200	RACHEL: make me.. to pass my exam.	Exa	
201	Interviewer: And your school teachers?		
202	RACHEL: YEEES		
203	Interviewer: All right.		
204	CHERYL: (whisper) and my mother		
205	RACHEL: you say, help me say		
206	CHERYL: (whispering) and my mother.		
207	RACHEL: And		
208	CHERYL: (overlap) and my mother		
209	RACHEL: my mother	Pr	
210	Interviewer: Okay,		
211	RACHEL: (overlap) (sing) And my mother		
212	Interviewer: is that all, is that Rachel's answer or your answer?		

213	RACHEL: My answer.		
214	CHERYL: (laugh)		
215	Interviewer: Okay. Good.		
216	RACHEL: Thank you.		
217	Interviewer: What do you think, who cares the most? (pause)		
218	CHERYL: (whisper to RACHEL) my mother - (unclear)		
219	Interviewer: (overlap) You you mentioned about		
220	CHERYL: (continue to whisper) (unclear)		
221	Interviewer: Well, I want Rachel's answer.		
222	CHERYL: Okay, okay, okay.		
223	Interviewer: Of your friends, teachers, Jieh Jieh		
224	CHERYL: (overlap) G O D J E S U S	Sig	Could have taken the oppt to encourage greater discussion
225	Interviewer: Nellie, your mother,		
226	RACHEL: Okay,		
227	Interviewer: who cares the most?		
228	RACHEL: Jesus and God.		
229	Interviewer: Care the most.		
230	RACHEL: Yes		
231	Interviewer: What about these people?		
232	RACHEL: Jieh Jieh Nellie and all the staff.	Sig	
233	Interviewer: All the staff.		
234	RACHEL: And all my friends, thank you.	Sig	
235	Interviewer: Okay, Cheryl.		
236	(scream)		
237	Interviewer: What about you? Who show		
238	RACHEL: (overlap) Can, can [trying to click the mouse]		
239	Interviewer: interest in your studies? Not yet... Wait for Cheryl to		
240	answer. You were whispering to Rachel.. What about you, what is		
241	your answer?		
242	CHERYL: When it's exam time, God, wo, when it's exam time,	Exa/	
243	God (laugh) I pray to God and God	Sig	

244	RACHEL: behind also can use ah?	[refer to mike]		
245	CHERYL: try to make me to			
246	RACHEL: (overlap) Just now, just now I use			
247	CHERYL: pass my exam but I failed.			
248	RACHEL: just now I use behind here leh.			
249	Interviewer: Should be all right.			
250	RACHEL: Also can ah?			
251	CHERYL: But I use to fail my exam. Jieh Jieh Nellie make me to		Exa/	
252	learn a lot of past tense and present tense about it. My teacher		Sig/tr	
253	always teach me more and more about these things so that we can		Hm	
254	pass our exam and all the staff, thank you.			
255	Interviewer: Okay.			
256	CHERYL: Bye, bye, (sing) I love you baby			
257	Interviewer: Look at this picture here. Rachel, can you tell me who			
258	would you be if you are in this class.			
259	RACHEL: I will be, I will be (pause) this girl.			
260	Interviewer: Okay.			
261	CHERYL: (laugh)			
262	Interviewer: Girl with pony tails?			
263	RACHEL: This one.		LA	
264	Interviewer: Oh Okay			
265	RACHEL: This girl is what name?			
266	Interviewer: I don't know her name.			
267	RACHEL: I call her one name ah?			
268	Interviewer: Okay.			
269	RACHEL: Jolin.			
270	Interviewer: (laugh)			
271	RACHEL: Jolin Tay.	[a famous Taiwanese pop singer]		
272	Interviewer: Isn't it you?			
273	RACHEL: No, I call her Chinese name is Cai Yi Ling.			
274	CHERYL: (laugh)			

275	Interviewer: Okay, what about Cheryl? If you are in this picture,		
276	who would you be?		
277	CHERYL: I will like to be (pause) this girl..		
278	Interviewer: This girl. Why?		
279	CHERYL: Because she pay attention in class and she sit up to listen	LA	
280	to teacher.		
281	Interviewer: Okay, thank you.		
282	CHERYL: I won't like to be these two,		
283	[the two who plays at the back]		
284	Interviewer: You do not like to be?		
285	CHERYL: Ya, litter		
286	Interviewer: Um		
287	CHERYL: and talking, bagang bagang. Teacher teaching to the rest		
288	of the class and they making these.		
289	Interviewer: All right,		
290	CHERYL: litter		
291	Interviewer: whose turn to click.		
292	(pause)		
293	Interviewer: Do you need help in your homework?		
294	RACHEL: Yes, I need help for my homework. Usually I raise up	Hmw/ tr/cl	
295	my hand and ask teacher that I don't know how to do my		
296	homework. Sometime, I will ask my friend that this word how to		
297	read and this work how to do.		
298	Interviewer: So your teacher and your friends help you.		
299	RACHEL: Yes.		
300	Interviewer: What about here?		
301	RACHEL: Here. Jieh Jieh Nellie, and all the staff, and some, some	Hmw/ Hm	
302	children teach us.		
303	Interviewer: So when you have problem you can always find a		
304	person to help, is it?		
305	RACHEL: Yes. I can find someone to help me, thank you.		

306	Interviewer: Thank you.		
307	RACHEL: Thank you.		
308	Interviewer: What about Cheryl? (pause) Do you have any problems		
309	with your homework?		
310	CHERYL: (laugh) Just now I want to say something.		
311	Interviewer: You cannot remember?		
312	CHERYL: I can remember. But the first one before this one, I want		
313	to say something.		
314	Interviewer: Okay.		
315	CHERYL: But never mind.		
316	Interviewer: Never mind you say it, it's all right.		
317	CHERYL: Ung, Ung		
318	Interviewer: It's all right, it's okay.		
319	CHERYL: I'll name the girl.. Esther Tan. Chinese name is called..		
320	Li Jing Mei [a local TV artist]		
321	Interviewer: (laugh) Is that the girl that you pointed? Okay, why did		
322	you call her that name?		
323	CHERYL: Because the name look suitable to fit her and is a nice		
324	name.		
325	Interviewer: Right, so who are the people who can help you in your		
326	homework and your studies.		
327	RACHEL: (soft) The staff.	Hmw	
328	CHERYL: The staff,		
329	RACHEL: (soft) Jieh Jieh Nellie,		
330	CHERYL: Jieh Jieh Nellie, my teacher.. including the the the the	Hm	
331	house mother here... God, Jesus to help me with my homework.	Tr	
332	RACHEL: (to the interviewer) Do you um um um um believe in		
333	Jesus?		
334	Interviewer: Yes, I do. Okay		
335	CHERYL: (mimic entertainer) Thank you very much for		
336	cooperation a thousaaaand.....		

337	[recorder off]		
338	Interviewer: Okay, let's continue. Have you thought of what you		
339	want to become when you grow up?		
340	RACHEL: I want to be a police (unclear) when I grow up.	Asp	
341	Interviewer: Be a what, sorry?		
342	RACHEL: Police when I grow up.		
343	Interviewer: Oh, Wow, um, do you think school will help you		
344	become what you want to be.		
345	RACHEL: Teacher.		
346	Interviewer: Teacher will help you. How can teacher help you		
347	become, to become what you want to be?		
348	RACHEL: Ask me, ask me, do you want to be police when you		
349	grow UP.		
350	CHERYL: (shriek)		
351	Interviewer: Okay, all right. Thank you.		
352	RACHEL: (overlap) for your cooperation.		
353	Interviewer: What about Cheryl, what do you want to become when		
354	you grow up?		
355	CHERYL: I want to become a.. a P O L I C E M A N and if I	Asp	
356	cannot find a job I will do to be a T E A C H E R		
357	RACHEL: Teacher		
358	CHERYL: or a N U S E.		
359	RACHEL: N U R S E		
360	CHERYL: Oh, ye, ye, ye, forget, forget how to spell nurse already.	Asp	
361	N U R S E.		
362	Interviewer: Okay, so do you think school is important		
363	RACHEL: (overlap) E N – (unclear)		
364	Interviewer: for you to become what you want to become?		
365	CHERYL: Yes, So that we can earn money and pay for the bill.	Val	
366	Interviewer: Okay. Now		
367	RACHEL: Press ah? [Refer to the notebook]		

368	Interviewer: Very last question. Is there anything else you want to		
369	say, add on?		
370	RACHEL: No, thank you.		
371	Interviewer: Okay, what about Cheryl? Is there anything else you		
372	want to say?		
373	CHERYL: Uh, uh, I got question.		
374	Interviewer: Okay.		
375	RACHEL: Me too.		
376	(pause)		
377	CHERYL: Why		
378	RACHEL: (overlap) Why you like – (unclear)		
379	CHERYL: do you, you walk come to Singapore or you take a		
380	aeroplane to come to Singapore?		
381	Interviewer: (laugh) I I live in Singapore.		
382	RACHEL: My turn.		
383	CHERYL: Then why you say your school is at (pause)		
384	Interviewer: In England.		
385	CHERYL: England		
386	Interviewer: Because um my teacher, or my professor, they fly to		
387	Singapore to teach me. And then, finish, after they have finished		
388	teaching, they will fly back to England.		
389	CHERYL: Where is the school? At which place?		
390	Interviewer: Northern England.		
391	CHERYL: Northern		
392	Interviewer: England, UK, United Kingdom		
393	CHERYL: (whistle)		
394	RACHEL: (unclear)		
395	CHERYL: I see, uh, Rachel, do you have any question to ask too?		
396	RACHEL: Me too, I have question to ask, Jieh Jieh		
397	[cannot remember my name]		
398	Interviewer: Celeste		

399	RACHEL: Celeste		
400	CHERYL: What question is this ?		
401	RACHEL: Where you come from?		
402	Interviewer: Uh, I'm a Singaporean, I live in Singapore. I live in		
403	Singapore.		
404	RACHEL: Okay, (pause) where's your school?		
405	Interviewer: My school is in England.		
406	RACHEL: What's your school full name?		
407	Interviewer: Okay. University of Durham.		
408	RACHEL: Okay, thank you for your cooperation. Stop.		

P5 Boys

Line	Content	Code	Notes
1	Interviewer: Shall we start now?		
2	BENNY: Yes.		
3	Interviewer: Okay, can you tell me something about your school?		
4	BENNY: Huh? Fun,	Pro	
5	Interviewer: Fun.		
6	BENNY: Nice.	Pro	
7	Interviewer: Nice. What about Willie?		
8	WILLIE: Um.. quite boring,	Pro	
9	Interviewer: Okay		
10	WILLIE: um (long pause)		
11	BENNY: (laughing)		
12	Interviewer: Nothing else?		
13	BENNY: I, I, I feel a bit boring lah, don't I don't like studies.	Pro	
14	Interviewer: Okay, what do you usually do in school?		
15	BENNY: Make fun of people.	Cdt	
16	Interviewer: (silent)		
17	BENNY: Make fun of people		
18	Interviewer: Okay, and.. ya, Willie?		
19	WILLIE: Study.		
20	Interviewer: Study.		
21	BENNY: Sometime study, I sometime make fun of people.		
22	Interviewer: Okay, what do you like best about school?		
23	BENNY: Huh, play, PE, recess time.	Pro	
24	Interviewer: And Willie.		
25	WILLIE: Um.		
26	BENNY: Play soccer,	Pro	
27	WILLIE: Um		
28	BENNY: Confirm one.		
29	WILLIE: Playing, eating and study lah.	Pro	

30	Interviewer: Okay		
31	BENNY: Study, for me a bit lah.		
32	Interviewer: Okay, do you like going to school, actually?		
33	BENNY: Yes.	Pro	
34	Interviewer: What about Willie?		
35	WILLIE: Not so.	Pro	
36	Interviewer: Not so huh, okay. Now, tell me something about your		
37	teacher.		
38	BENNY: Teacher ah, I hate the teacher but the teacher is kind.	Tr	
39	Interviewer: (laughing) Ok,		
40	BENNY: For this year only lah (pause)		
41	WILLIE: Very caring lah	Tr	
42	Interviewer: Very caring. Now, Benny, do you have favourite		
43	teacher?		
44	BENNY: Yes, eh (hesitated), yes, the principle, Mr Cher.	Tr	
45	Interviewer: Oh, wnd why is she your favourite?		
46	BENNY: Huh?		
47	Interviewer: Is a he is it?		
48	BENNY: Ya		
49	Interviewer: Why is he your favourite?		
50	BENNY: Huh, kind, what ah, kind, good, then, in charge of school,	Tr	
51	Interviewer: Um		
52	BENNY: nothing already.		
53	Interviewer: Okay, and, Willie, do you have any favourite teacher?		
54	WILLIE: Umm, yap.		
55	Interviewer: Okay, ur, who is that person?		
56	WILLIE: Mrs Bailey		
57	Interviewer: Okay, why do you like her?		
58	WILLIE: Caring, kind, responsibility,	Tr	
59	BENNY: hardworking (unclear)		
60	WILLIE: helpful, kind.	Tr	

61	Interviewer: Okay, and do you have any teacher you do not like?		
62	BENNY: Yes.		
63	Interviewer: Who is that?		
64	BENNY: Huh?		
65	Interviewer: Who is that?		Should not
66	BENNY: Miss Singam		have asked
67	Interviewer: Why don't you like this person?		the name
68	BENNY: (laughing-)		
69	Interviewer: It's okay, I'm not going to.. tell her (laughing)		
70	BENNY: I don't like the face lah. The eyes, don't know look like	Tr	
71	what.		
72	Interviewer: The face and eyes. Okay.		
73	BENNY: This one also know. You ask him. [refer to Willie]		
74	Interviewer: Are you both in the same school?		
75	BENNY: Same school different class.		
76	WILLIE: Yap		
77	Interviewer: I see		
78	BENNY: I go 5A, he goes 5C		
79	Interviewer: And do you have any teacher that you do not like?		
80	WILLIE: Umm		
81	BENNY: Not so.		
82	WILLIE: Ya, not so.		
83	Interviewer: Not so. Okay. Now,		
84	BENNY: (whistling)		
85	Interviewer: do you think your teacher like you?		
86	BENNY: Yes (whistling)	Tr/SP	Whistle every
87	Interviewer: What make you think so?		time after
88	BENNY: They are very caring. (whistling)	Tr/SP	giving answer
89	Interviewer: Do they pay special attention to you?		
90	BENNY: Sometime (whistling)		
91	Interviewer: Sometime. Why do they do that?		

92	BENNY: (laughing) don't know.		
93	Interviewer: You don't know.		
94	BENNY: (whistling and laughing)		
95	Interviewer: Um, Willie, what about you? Do you think the teacher		
96	like you?		
97	WILLIE: Yap.	Tr/SP	
98	Interviewer: Um hm, ur, what make you		
99	WILLIE: (overlap) What make you think so?		
100	Interviewer: think so? (laughing) You can repeat my question.		
101	WILLIE: Um, the way she react out in the class.	Tr/SP	
102	Interviewer: Uh		
103	WILLIE: and what many special attention		
104	Interviewer: Um,		
105	WILLIE: I know this question's going to be asked.		
106	Interviewer: (laughing)		
107	BENNY: (overlap) Sometime		
108	WILLIE: Sometime she talk to me	Tr/	
109	BENNY: Sometime she scolded us.		
110	WILLIE: scold us. And, talk to me, like alone lah.	Tr/	
111	Interviewer: Uh.		
112	WILLIE: Then I feel more quiet ah.	Tr	
113	Interviewer: Okay		
114	BENNY: I also like Mr Lam you know		Didn't probe
115	BENNY: Classmate [words on the screen]		
116	Interviewer: Tell me something about the other children in your		
117	class.		
118	BENNY: I got best, I got best friend in my class and I got best	Cl	
119	friend in his class.		
120	Interviewer: Oh, okay. Do you like the other children in your class?		
121	BENNY: Okay lah.		
122	Interviewer: Okay. What do you mean by okay?		

123	BENNY: Um.		
124	Interviewer: What are the things that you like about them and what		
125	are the things that you do not like about them?		
126	BENNY: I don't have noth..I don't have anything don't like about		
127	them.		
128	Interviewer: What are the things you		
129	BENNY: (overlap) Buuut		
130	Interviewer: like about them?		
131	BENNY: like ah? They will be kind, lending, if they never bring,	Cl	
132	we will (?) help one another, be fair, hardworking, da, da, da, da		
133	don't know already.		
134	Interviewer: Okay, what about Willie?		
135	WILLIE: What?		
136	Interviewer: Um, the chi, the other children in your class.		
137	WILLIE: Some of them naughty, lazy, some of them hardworking,	Cl	
138	Interviewer: Do you like them?		
139	WILLIE: Yap.		
140	Interviewer: You like them. Okay, why do you like them?		
141	WILLIE: They are some of my best friends.	Cl	
142	Interviewer: Ahhh, you have b beest friends.		
143	WILLIE: Ya.		
144	Interviewer: Can you tell me something about your best friends?		
145	BENNY: Best friends ah, in 5 E lah (unclear)		
146	WILLIE: I say I not enough money, he borrow me lah,	Cl	
147	BENNY: (soft) lend me		
148	WILLIE: play with me, talk to me, then encourage me.	Cl	
149	Interviewer: What do you usually do together with your best		
150	friends?		
151	WILLIE: Play, spend time talking.	Cl	
152	BENNY: I know his best friend already.		
153	Interviewer: Hm.		

154	BENNY: Burton Wong Kin, <i>dui bu dui</i> (Chinese-is it right?)		
155	Interviewer: Okay, ur, Benny,		
156	BENNY: Yes.		
157	Interviewer: Your best friend, you said you have best friend in your		
158	class?		
159	BENNY: Ya		
160	Interviewer: What do you usually do together?		
161	BENNY: We all ah, we all got do project lah, project, we all help	CI	
162	one another.		
163	Interviewer: Okay.		
164	BENNY: Then, recess time, we all never do anything one.		
165	Interviewer: Um.		
166	BENNY: Only in class, we all help one another.		
167	Interviewer: Um		
168	BENNY: For team work.		
169	Interviewer: I see		
170	BENNY: (overlap) Then,		
171	Interviewer: okay,		
172	BENNY: from his class right	Hm	
173	WILLIE: But		
174	BENNY: no need to say one. From his class right, my best friend is	Hm	
175	him. No need to say.		
176	Interviewer: (laughing) Oh, I see. Okay, now, do you think the		
177	other children in the class like you, Willie?		
178	WILLIE: Yap.	CI/SP	
179	Interviewer: You think they like you? What make you		
180	WILLIE: (overlap). Some		
181	Interviewer: think so?		
182	WILLIE: What make me think so? (pause)		
183	BENNY: (soft) Not so.		
184	WILLIE: Encourage me when I am sad lah.	CI/SP	

185	Interviewer: Okay. Anymore?		
186	WILLIE: Nope.		
187	Interviewer: What about Benny, do you think other children in your		
188	class like you?		
189	BENNY: (pause) Not so.	CI/SP	
190	Interviewer: Why?		
191	BENNY: Some only lah.		
192	Interviewer: (overlap) What make you think so?		
193	BENNY: Like I say angry, or they will like come and ask what	CI/SP	
194	happened, then they all help.		
195	Interviewer: You say they don't really like you? But they help you.		
196	BENNY: Ya, some.		
197	Interviewer: Okay.		
198	BENNY: (blowing hard into mike)		
199	BENNY: I don't know.		
200	Interviewer: You just have that kind of feeling.		difficult
201	BENNY: (blowing into the mike)		question?
202	BENNY: Click already what.		
203	Interviewer: Ah, this one, all right, now,		
204	BENNY: (Keep blowing hard into mike)		
205	Interviewer: can you tell me are there people who show interest in		
206	your studies?		
207	BENNY: Teacher.	Sig	
208	Interviewer: Teacher.. Anymore?		
209	BENNY: (pause) Friends lah, say your work very good, you so	Sig	
210	clever, don't know what, what, what		
211	Interviewer: Ah, what about people here?		
212	BENNY: People here ah? Nothing lah,		
213	Interviewer: Ummm, Okay		
214	BENNY: (overlap) The only	Hm	
215	Interviewer: What about		

216	BENNY: thing I know how to teach them is I tell them answer. I		
217	don't want to like what, tell them the working loh, I mental		
218	calculate, I tell them the answer.		
219	Interviewer: Oh, you are very good in Maths?		
220	BENNY: Maths, okay. English not so. Chinese, Maths and Science,	Aca	
221	very good.		
222	Interviewer: Okay, now, Willie, are there any people who show		
223	interest in your studies?		
224	WILLIE: Um, yap		
225	Interviewer: Who are they?		
226	WILLIE: Teachers, friends, nothing else already lah.	Sig	
227	Interviewer: Okay, who care the most?		
228	BENNY: Oh, the direct, the Jieh Jieh Nellie here	Sig	
229	WILLIE: To me ah?		
230	Interviewer: Ya		
231	WILLIE: Is teacher.		
232	Interviewer: Teacher care the most. But to Benny, is the... director		
233	here.		
234	BENNY: No,		
235	Interviewer: the		
236	BENNY: Jieh Jieh Nellie	Sig	
237	Interviewer: Jieh Jieh Nellie		
238	WILLIE: (soft) Jieh Jieh Nellie, some lah	Sig	
239	Interviewer: Is it Jieh Jieh Nellie? Are you		
240	BENNY: Some, sometime		
241	Interviewer: Okay. If this is your class,		
242	BENNY: Yap		
243	Interviewer: Who would you be? Can you point to me?		
244	BENNY: Oh, ya, man		
245	Interviewer: You will be the one in front putting up your hand.		
246	BENNY: Maths what, Maths confirm one.	LA	

247	[teacher teaching Maths on screen]		
248	Interviewer: Ah, okay, and what about Willie?		
249	WILLIE: This one over here.	LA	
250	Interviewer: Okay, you will be listening from behind.		
251	WILLIE: Yap.		
252	Interviewer: Now,		
253	BENNY: (overlap) Homework [word on the screen]		
254	Interviewer: This is the last picture.		
255	BENNY: How you know?		
256	Interviewer: (laughing)		
257	WILLIE: What is this?		
258	Interviewer: It's okay. Um, do you need help in your studies?		
259	Benny.		
260	BENNY: Ur, not really.	Hmw	
261	Interviewer: Not really.		
262	BENNY: I can do most of them, except for English I will ask for		
263	help.		
264	Interviewer: You will ask what?		
265	BENNY: For help.		
266	Interviewer: You will ask who for help?		
267	BENNY: See lah, see who know how to do.	Hmw	
268	Interviewer: You can always find help?		
269	BENNY: Ya		
270	Interviewer: What about Willie, do you need help in your		
271	homework?		
272	WILLIE: Yes, Maths.	Hmw	
273	Interviewer: Maths		
274	BENNY: Maths ah, Maths I will teach him.	Hmw	
275	Interviewer: Okay,		
276	BENNY: (overlap) EM3 Maths		
277	Interviewer: is there any		

278	BENNY: very easy.		
279	Interviewer: Oh, Is there anyone who can teach you?		
280	WILLIE: Yap, if they are willing to lah, I also willing to learn lah.	Hmw	
281	Interviewer: Who, You mean there are some people who are not		
282	willing to teach you?		
283	WILLIE: No, I mean willing.		
284	Interviewer: Willing.		
285	WILLIE: Yap.		
286	Interviewer: Okay, so usually when you have problems, who would		
287	you go to?		
288	WILLIE: If I go school, I go talk to teacher, friends.	Hmw	
289	Interviewer: What about		
290	BENNY: (overlap) Right here		
291	Interviewer: here?		
292	WILLIE: Here ah? Here ah?	Hmw	
293	Interviewer: Um		
294	WILLIE: Sometime keep to myself, if I		
295	BENNY: Sometime I saw I just tell him answer then he know		
296	already.		
297	WILLIE: I angry, I bag (?) myself lah, I go school, then I tell lah		
298	Interviewer: Um		
299	WILLIE: I don't like to tell in here.		
300	Interviewer: Okay, all right.		
301	BENNY: Like that, blackout, blackout [the screen]		
302	Interviewer: Now, last few questions, have you ever thought of what		
303	you want to become when you grow up?		
304	BENNY: No.		
305	Interviewer: Never.		
306	BENNY: Never ever.	Asp	
307	Interviewer: What about Willie?		
308	WILLIE: Um, soccer player.	Asp	

309	Interviewer: You want to become a soccer player.	Val	2 nd Interview?
310	WILLIE: Um		
311	Interviewer: Do you think by going to school will help you become		
312	what you want to become?		
313	WILLIE: Yap		
314	Interviewer: In what way it can help?		
315	WILLIE: Give you knowledge.		
316	Interviewer: Um, okay, now, this is		
317	BENNY: wait, wait, wait [doing something on the notebook]		
318	Interviewer: the end of my question, is there anything you want to		
319	add?		
320	WILLIE: Add what?		
321	Interviewer: Whatever, you know I did not ask, you want to say		
322	something about your school, your teacher, your friends?		
323	BENNY: Wow, nice, any how [the notebook]		
324	Interviewer: (overlap) Anything else.		
325	BENNY: press can No.		
326	WILLIE: You ask me lah, I		
327	BENNY: (overlap) How to close this [refer to the notebook]		
328	WILLIE: cannot.own self say one		
329	BENNY: Ur, how to		
330	Interviewer: (overlap) I've asked		
331	BENNY: close this		
332	Interviewer: all my questions, I have finished. It's just that if there		
333	are other things you want to say, you can say it now.		
334	WILLIE: Uh,		
335	BENNY: Wait ah, [refer to the notebook]		
336	WILLIE: Nothing,		
337	Interviewer: Nothing.		
338	WILLIE: I don't think so.		
339	Interviewer: You don't think so, and Benny.		

340	BENNY: Ya.		
341	Interviewer: Nothing for you too.		
342	BENNY: Nothing.		
343	Interviewer: Okay, thank you very much.		

Appendix 12

Thematic Coding

Category	Definition	Code
SCHOOL		SCH
Perception	The child's general perception of school	SCHP
Activities	The child's highlights of school activities	SCHA
Appeal	Things that the child likes best about school	SCHAP
Feeling	The child's feeling about going to school	SCHF
TEACHERS		SCHT
Perception	The child's general perception of his/her teacher(s)	SCHTP
Relationship (+)	The child's identification of teacher(s) whom s/he likes best	SCHTRL+
Reasons (+)	The reasons for the positive feelings	SCHTRS+
Relationship (-)	The child's identification of teacher(s) whom s/he dislikes	SCHTRL-
Reason (-)	The reasons for the negative feelings	SCHTRS-
Personal Attention	Whether the teacher pays personal attention to the child	SCHTRP
CLASSMATES		SCHC
Perception	The child's general perception of his/her classmates	SCHCP
Relationship (+)	Classmates whom the child has a positive relationship with	SCHCRL+
Reason (+)	The reasons for the positive relationship	SCHCRS+
Relationship (-)	Classmates whom the child has problem with	SCHCRL-
Reason (-)	The reasons for the negative relationship	SCHCRS-
Activity	Things that the child does with friends	SCHCA
SELF-PERCEPTION		SP
Relationship	The child's perception of his/her teacher's attitude toward him/her	SPTR
Relationship	The child's perception of classmates attitude toward him/her	SPCL
Personal Activity	The child's perception of his/her behaviour in class	SPPA
HOMEWORK		SCHH
Perception	The child's perception of his/her ability to cope with school works	SCHHP
Significant Other	The child's perception of the person(s) who can provide help	SCHHSO
SUPPORT		SUP
Significant Other	The child's identification of those who care about their studies	SUPSO
Significant Other	The child's identification of the person who care the most	SUPSOM
FUTURE		FA
Aspiration	The child's aspiration when s/he grows up	FA
School Value	The child's perception of the role of school in his/her aspiration	FA-SCH
School Value	The child's perception of how school can play a role in his/her aspiration	FA-SCH-SP
ADDITION	The child's volunteered information	SADD

Appendix 13

<u>Synthesis</u>					
SCHP	EXPRESSION	NO.	REASON	LEVEL	GENDER
I	LOVE	2		2P2	2B
I	LIKE	2	school give me recess/can study more about things (LLN)	2P2	2G
I	ENJOY	2	can learn a lot of things, interesting, a lot of frs, trs help solve problem	2P6	2G
I	DISSATISFIED	1	prefer former school	1P5	1G
I	HATE	2	so boring/many homework	2P3	2B
I	DON'T KNOW	2		1P5,1P6	1G,1B
School	FUN	1	quite boring	1P5	1B
School	EXCITING	1		1P6	1B
School	NICE	2	teacher can teach a lot of things (LTR/LNN)/a bit boring, don't like studies	2P4,1P5	2G,1B
School	VERY GOOD	1		1P4	1B
School	BORING	3	don't like studies	1P3,2P5	3B
School	NOTHING WRONG	2		2P3	2G
LINK	People	1	kind	1P4	1B
LINK	Teacher	3	like teacher/teacher help with problems(LLN)	1P4,1P5,1P6	3G
LINK	Friend	2	like to play with friends/lots of friends	1P5,1P6	2G
LINK	LEARNING	3	learn a lot of things-lesson interesting-(LFR)-(LTR)	1P2,1P4,1P6	3G
	Expression				
	Positive	20		5LP/15UP	7B,13G
	Negative	6		4LP/2UP	5B,1G
	Neutral	4		2LP2UP	1B,3G
SCHA	ITEM	NO.	DESCRIPTION	LEVEL	GENDER
Activity	STUDY	11		P3,P4,P5,P6	5G,6B
	LEARN	3	learn abt...	P4,P6	3G
	HOMEWORK	3		P2,P3,P5	1G,2B
	PLAY	7		P2, 2P3,P4,P6	2G,5B
	PLAY W. FR	4	catching	2P2,P4,P6	3G,1B
	HAVE FUN	1		P4	1B
	ENJOY	1		P4	1B
	HELP FRIENDS	1		P6	1G

	MAKE FUN OF PEOPLE	1	
	QUARREL & FIGHT	1	
	SLEEP	1	
	EAT	1	
Period	PE	2	
	RECESS	1	
	5-MINUTE BREAK	1	peer-only 5 minutes
Event	Special Celebration	1	eg. Sports' Day, National Day, Racial Harmony Day, Science Day
Place	SCHOOL LIBRARY	1	
	COMPUTER LAB	1	
	MUSIC ROOM	1	
No answer	NOTHING	1	

P5	1B
P5	1G
P5	1G
P3	1G
P2,P4	1G,1B
P2	1G
P3	1B
P6	1G
P2	1B
P5	1G
P5	1G
P3	1G

Academic	17
Play	11
Fun, enjoy	2
Help friends	1
Mischief	2
Sleep	1
Eat	1
Break	4
Celebration	1
Places	3

All levels	9G, 8B
except P5	5G, 6B
P4	2B
P6	1G
P5	1G, 1B
P5	1G
P3	1G
P2, P3, P4	2G,2B
P6	1G
P2, P5	2G, 1B

SCHAP	ITEM	NO.	REASON
Activity	STUDY	5	
	PLAY	6	
	MAKE FRIENDS	1	
	EAT	1	
Period	PE	5	like to play/play
	RECESS	4	
	MUSIC	1	
	COMPUTER	2	
	ART	1	

LEVEL	GENDER
P2,P5,P6	3G,2B
P3,P4,P5,P6	3G,3B
P3	G
P5	B
P2,P3,P5,P6	2G,3B
P3,P5	G,3B
P5	1G
P5,P6	2G
P5	1G

Event	CHILDREN'S DAY	1	tr promised special programme	P5	1G
	EXCURSION	1	learning journey	P6	1G
Place	SCHOOL LIBRARY	1		P2	1B
	SCHOOL CANTEEN	1	food at the canteen(AFD)	P6	1G
People	PRINCIPAL	1		P4	1B
	TEACHER	1		P4	1B
	FRIENDS	1	friends celebrate our birthday	P6	1G
Thing	FOOD	1	very nice	P6	1G

Activity	13	Academic 5, Non-academic 8
Period	13	All non-academic
Event	2	All non-academic
Place	2	
People	3	
Thing	1	

SCHF	EXPRESSION	NO.	REASON	LEVEL	GENDER
Positive	YES	13	fun/not homework but friends/food	All levels	8G,5B
	I LIKE	1	friends play, talk and share feeling with	P4	1B
	A Bit	1	some very irritating	P5	1G
Negative	NO	2		P3	1B,1G
	NOT SO (MUCH)	2	very boring	P4,P5	2B
Neutral	OKAY	2	hate school/like own school-current school do not match	P3,P5	1B,1G
	Positive	15			9G,6B
	Negative	4			3B,1G
	Neutral	2			1B,1G

SCHTP	DESCRIPTION	NO.	REASON	LEVEL	GENDER
Perception	Kind & good		let us watch TV	P2	G
	Kind			P3	G
	Good			P3	B
	Good & bad		bad-when angry shouts very loudly/Good-joke with them.	P4	G
	Very caring			P5	B

Relation	Very fierce		when he cannot control our noise, he will shout	P5	G	
	Very good			P6	B	
	Kind, Helpful, teach			P6	G	
	*naggy, good		but it's good as help to pass exam	P6	G	
	Very good to me		buy present for doing well in exam	P4	B	
	Caring about me		reward for being good, talk when misbehave, take him out	P4	B	
	Hate him		but he is kind	P5	B	
Work			help arrange for counsellor when saw her stressed by family problem*	P6	G	
	Teach		teach, give exam paper, let us see show	P2	G	
	(Homework)		give a lot of homework, shout at us	P4	G	
	(Absence)		never come to school (Having a relief teacher)	P5	G	
SCHTRL+	CATEGORY	NO.	IDENTIFICATION	LEVEL	GENDER	
Positive	Without identification	5		P2,P3,P4	4B,1G	
	With identification	11	P5B-principal,P5G-not teaching her	P2,P4,P5,P6	5B, 6G	
	A lot	2	P5G-include former tr [very good to me] and bro's tr, reason: good to me	P4,P5	2G	
Unsure		1		P3	1B	
No answer		2		P3,P6	2G	
SCHTRS+	CATEGORY	NO.	REASON	LEVEL	GENDER	
Class activity		1	movie	P2	1B	
		1	movie,recess,play	P2	1G	
		1	movie	P4	1G	
		1	nice, patient & play with us/teach many thgs-to be gd, what to do and what not to	P4	1G	
		1	teach us	P6	1G	
		1	play with us, tell us jokes	P5	1G	
		Personal attn	1	reward for passing exam	P2	1B
			1	good to us, attend to those who cry	P3	1B
			1	good to me	P4	1B
			1	buy things for us	P4	1B
			1	very kind to me	P5	1G
			1	very kind, very pretty, smile at me, talk to me	P5	1G
			Personality	1	pretty & Kind	P2
1		kind, help the one who falls down		P3	1G	

		1	kind, good, in charge of school, hardworking	P5	1B
		1	caring, kind, responsible, helpful	P5	1B
		1	kind	P6	1B
		1	let us do what we want to do	P6	1B
SCHTRL-/R-	DESCRIPTION	NO.	REASON	LEVEL	GENDER
Yes	Petty		when we talk, he angry	P2	B
	Fierce		too fierce	P2	B
	Fierce		every time scold us	P2	G
			always use long ruler bang on the table when we are noisy	P2	G
			cane people [disciplinary master]/caned me [principal]	P3	B
	Fierce		said she has kungfu	P3	B
	Face		do not like the face. The eyes, don't know look like what.	P5	B
			scolded for kicking ball which she did not do (today)	P5	G
			[disciplinary master]-don't know	P6	B
			for giving up on her friend	P6	G
Hesitant			(started with naming the most hated teacher, then deny it)	P5	G
No				P3,P4,P5,P6	4B,3G
SCHTRP	ITEM	NO.	REASON	LEVEL	GENDER
Positive	Homework		when I don't know how to do	P3	B
	Bullied		scolded the girl who disturbed him	P3	B
				P3	G
	Good result		give biscuit for doing well.	P4	B
	Personal attention		buy things, talk, take him out	P4	B
SCHCP	EXPRESSION	NO.	REASON	LEVEL	GENDER
Positive	I love my friend			P2	B
	They will share things		kind	P3	G
	Kind to me		teach, homework, give food, lend money	P4	G
	Very good to me		when we have problems, tr help to settle	P4	G
	I got best friend		in my class, in his class	P5	B
	Friendly			P6	B
	Very friendly			P6	B

Negative	Helpful	teach	P6	G
	I don't like		P2	G
	I don't like	he plays with his saliva	P2	G
	They will not share	not kind	P3	G
	Make me angry	when they do it, I will shout at them	P5	G
Neutral	Always have problem	over-sensitive	P6	G
		some naughty, lazy, some hardworking	P5	B
SCHCRL+/S+	ITEM	NO. REASON	LEVEL	GENDER
Positive		because they play with me, can play joke with them...	P3	B
		because they are kind, always share things	P3	G
		like all my friends in the class	P4	B
		friends that help me (20 and above)	P4	B
		girl friends	P4	G
		don't have any thing don't like about them. Kind, lend me	P5	B
		I say I not enough money, he borrow me, play, talk and encourage me	P5	B
		they play with me, call me not to be angry, but angry with a boy (from Home)	P5	G
		kind to me, help do homework	P6	B
		treat me drinks	P6	B
		teach me how to do home work	P6	G
		I like my classmates	P6	G
	Best friend			
A bit	1 specific person	1 because he play with me	P2	B
	1 specific person	every time say joke to me	P3	B
	>1 specific person	1 my friend's name...	P2	B
	>1 specific person	2 I like...	P2	2G
		they very kind, don't know, they will tell but beat me (action: pat shoulder)	P4	G
Negative		some irritate, some don't	P5	G
		1 Best friends are the interviewee and a child at the Home	P3	G
Best friend	1 specific person	he irritates me	P5	G
		best friends in hospital (due to kidney problem)	P3	B
		40 best friends (whole class)	P3	G
		10 and more best friends	P4	B
		a lot	P4	G

Reasons		from nursery to now-more than one	P5	G
		more than 1	P5	G
		three	P5	G
		so many	P6	B
		two	P6	B
		many	P6	G
		about 4 or 3	P6	G
		lend me pencil	P2	B
		love me very much, bring me go home	P2	B
		play w/ me, gd to me, gave me money when I forgot to bring pocket money	P3	B
		buy things for me	P3	B
		I don't know, just guess	P3	G
		kind to me, care about me, help when I got problem	P4	B
		help each other, when I got money, I share with them, celebrate Birthday	P4	B
		play with me, do things with me	P5	G
		I don't know,	P5	G
SCHCRL-/R-	EXPRESSION	NO. REASON	LEVEL	GENDER
	Girls	they like to scold me	P4	B
	Some	very irritating, come and disturb me like when I am angry, kick my table	P5	G
SCHCA	ITEM	NO. EXPRESSION	LEVEL	GENDER
	Play, Share	play together, share things together	P2	B
	Play	play catching, tic-tac-toe	P2	B
	Play, Company	play catching, sing song, buy food, go library and bookshop	P2	G
	Play, Company	play scissors-paper-stone, go library or bookshop	P2	G
	Company, Play	go recess, play soccer	P3	B
	Play	play, play with brother	P3	B
	Play, Company	play, study, eat	P3	G
	Company	eat	P3	G
	Play, Share	play game, share things, borrow money from each other	P4	B
	Play, Company	play, go, talk and go back together	P4	B
	Company, Tutor	go recess,, teach, go school, go home together	P4	G
	Company, Play	eat, play, read, work and sleep together (corrected and exclude sleep)	P4	G

	Play. Company	play, talk	P5	B
	Company	do project,	P5	B
	Play, Company	play, do things	P5	G
	Play, Company	play, talk, eat	P5	G
	Play, Encourage	play, make each other happy when another person is angry	P5	G
	Play	play	P6	B
	Company	eat, study	P6	B
	Play, Company	play, eat together	P6	G
	Play, Company	last year go recess, play and help each other. This year separated	P6	G
SPTR	EXPRESSION	NO. REASON	LEVEL	GENDER
Positive	Yes	give us see movie	P2	B
		I pass my exam	P2	B
	Yes	she talk to us kindly and give us permission to toilet one by one	P2	G
	Yes	I pass my Maths	P2	G
	Yes	don't know	P3	G
	I think yes lah	sometimes very good to us lah	P4	G
	I think so	I don't know	P4	G
	Yes	very caring	P5	B
	Yap	she talk to me alone, then I feel more quiet	P5	B
	loves me very much	she company me, talk to me*	P5	G
	Ya	she very good	P6	B
	Yes	care about me	P6	G
Negative	Don't think so	talk in class, beaten by tr	P3	B
		make fun of tr	P3	B
	No	nothing	P3	G
Unsure	I don't know		P5	G
	Don't know	sometimes-when I never make any trouble..	P5	G
	I Don't know		P6	B
Depend	Certain teachers	very caring about me, want me pass my PSLE, go to good Secondary Sch	P6	G
SPCL	EXPRESSION	NO. REASON	LEVEL	GENDER
Positive	loves me very much	that's why they go home and sleep	P2	B
	Yes	they usually play with me and read story book with me	P2	G

	Yes	make me laugh	P2	G
		like to play with me and tell me joke, talk to me	P3	B
		Play with us, then disturb us	P3	B
	Of course	don't know, I guess only	P3	G
	I think so	they always share things with me	P4	G
		they lend me things, eg. Textbook	P4	G
	Yap	Encourage me when I am sad	P5	B
	Ya	we are good friends	P6	B
	Yes	Anyhow guess	P6	B
	Yes	Won't scold people	P6	G
Negative	don't love me very m	some of them are not my best friend	P2	B
	No	I guess	P3	G
	Not so, some only	when I said angry, they will come and ask	P5	B
Unsure	I don't know	I think so, but one boy everytime say Jenny go inside the toilet bowl	P5	G
	I also don't know	I think so lah	P5	G
Depend	Some	write letter to me	P5	G
	Not all, some	many supported another girl to run in the race instead of me	P6	G
SPPA	IDENTIFICATION	NO. DESCRIPTION	LEVEL	GENDER
Enthusiastic	Boy putting up hand	5	P2	B
		sleepy, tr let me play, under relief tr-play WWE on computer	P3	B
		Maths	P5	B
		sometimes never, sometimes yes	P5	G
		never asked question, but like to be this one	P6	B
Participatory	Girl listening quietly	9	P2	G
		pay attention, sit up to listen to teacher	P2	G
		(peer: she anyhow choose)	P3	G
		paying attention, neat and tidy	P3	G
			P4	G
		because listening, pay attention	P4	G
		kind	P5	G
		respect the tr	P5	G
		pay attention	P6	G

	Boy listening quietly	3	some times play sometimes will ask question	P3 P4 P5 P6	B B B G
Apathetic	Boy playing behind	2	The girls are dreaming, he is paying attention to the tr nice to be this boy	P2 P6	B B
Mixture	Mixed	1	ask question, listen and playful (without graphic aids)	P4	B
SCHHP	EXPRESSION	NO.	REASON	LEVEL	GENDER
Positive	Yes			P2	B
	Yes		because I failed	P2	B
	Yes		when I don't know how to do my work (tr and fr)	P2	G
	Sometimes			P3	B
	Yes			P3	B
	Yes		especially my science and art	P3	G
	Yes			P4	B
	Yes			P4	B
	Yes	2		P4	G
	Yes		Maths	P5	B
	Of course		I hate homework	P5	G
	Of course			P5	G
	(nodded)			P5	G
	Yes		Maths	P5	G
	Yes			P6	G
	Yes			P6	G
Negative	Don't need			P3	G
	Not really		except for English	P5	B
	No			P6	B
	No need			P6	B
SCHHSO	IDENTIFICATION	NO.	DESCRIPTION	LEVEL	GENDER
	Teacher	13			
	Friends	10			
	Good chn	1			
	Staff	11			

Home chn	2	giving help (P5B) but his peer said he did not like to seek help in the Home
Volunteers	3	(P6G) volunteer comes only once a wk, other days, other chn help
Parent	1	
God	2	
A lot of people will	1	

SUPSO	EXPRESSION	NO.	IDENTIFICATION	LEVEL	GENDER
	Yes	2		P2	B
	Yes	1		P2	G
	Got	1		P3	B
	Yes	2		P3	G
	Ya	1	my tr	P4	B
			tr, fr, (teaching others at the Home)	P5	B
	Yap	1		P5	B
	Yes	1		P5	G
	Of course	1		P5	G
	Many people	1		P5	G
	Yes	1		P6	B
			Friend, teacher, Jieh Jieh Nellie, Auntie Kim	P2	B
			Teacher, friend, Phua Chu Kang, Mr Keith, Suresh (ch at Home)	P2	B
			Friends, Jieh Jieh Nellie, teacher, mother	P2	G
			God, Jieh Jieh Nellie, teacher, all the staff	P2	G
			Teacher	P3	B
			Jieh Jieh Nellie, teacher, Jieh Jieh Peh Ling, Volunteer	P3	B
			Jieh Jieh Nellie and a lot of people, volunteers	P3	G
			I don't know	P3	G
			Teacher, Jieh Jieh Nellie, teacher Bojin, mother	P4	B
			Jieh Jieh Nellie, teacher Bojin, staf, mother, father, aunties	P4	B
			Teacher, friend, many until the whole wide world	P4	G
			Jieh Jieh Nellie, teacher, teacher Bojin	P4	G
			Teacher, friends	P5	B
			Teachers, friends	P5	B
			Favourite tr (not there anymore), Jieh Jieh Nellie, staff, Jieh Jieh Julian	P5	G

Jieh Jieh Nellie and a lot, parents
 Jieh Jieh Nellie, teacher, friends, parents
 Teachers,
 Volunteers
 Teachers, parents, God
 Guardian

P5	G
P5	G
P6	B
P6	B
P6	G
P6	G

SUPSOM	IDENTIFICATION	NO.
	Jieh Jieh Nellie	8
	Friend	1
	God	1
	Teacher	5
	Volunteer	1
	Everybody	1
	Parent	4

FA	ITEM	NO.	IDENTIFICATION	LEVEL	GENDER
			Policeman	P2	B
			Clown, police, army	P2	B
			Police	P2	G
			Policeman, if not, teacher or nurse	P2	G
			Pilot, lawyer, doctor	P3	B
			Bus driver	P3	B
			Teacher	P3	G
			Nothing	P3	G
			Police	P4	B
			In the civil defence	P4	B
			Teacher	P4	G
			Teacher	P4	G
			Soccer player	P5	B
			Never thought about it	P5	B
			I don't know, teacher-swimming instructor	P5	G
			Social worker	P5	G
			Florist	P5	G

			Never thought about it, police officer	P6	B
			Officer (like the director of the Home)	P6	B
			A lot of ambitions-CID officer, singer, dancer, lawyer	P6	G
			Teacher	P6	G
FA-SCH	CATEGORY	NO.	REASON	LEVEL	GENDER
	Yes	6	(P6B) study hard, education, listen to teacher	P2, P3, P4, P6	B
	Teacher	1		P2	G
	(nodded)	1	So we can earn money and pay for the bill	P2	G
	Ya	3		P3	G
	Yes lah	1		P4, P6	B, G
	Yes, I think so	1		P4	G
	Yap	1		P4	G
	I don't know	1		P4	B
	Okay lah, help lah	1		P5	G
	Maybe	1		P5	G
FA-SCH-SP	CATEGORY	NO.	REASON	LEVEL	GENDER
			school student	P2	B
			ask me do you want to be when you grow up	P2	G
			call us to do our homework, improve in our studies	P3	B
			by studying	P3	G
			study hard, get certificate and go find job	P4	B
			by study hard, pay attention, obey my teacher, be kind and generous to pp	P4	B
			you can study and use your learning to teach other (be a teacher)	P4	G
			give you knowledge	P5	B
			teaching	P5	G
			in study way	P5	G
			if I do not study, nobody can help me	P5	G
			provide the required skills, help us in our ambition	P6	G
SADD	ITEM	NO.	SUBJECT MATTER	LEVEL	GENDER
	Invitation	1	invitation: everybody come to visit us	P2	B

Curiosity	2	interview the interviewer and finding out about her background	P2	G
Mischief	2	more pranks were recounted	P3	B
Redo	1	request to be interviewed again	P3	G
Mischief	2	mischief was shared with the emphasis that change is happening	P4	B
Exam results	2	suggested that we talk about their exam results	P5	G
Mischief	1	anger problem was related and the Home's disciplinary action	P5	G
School transfer	1	missed her former school even though the transfer took place 5 yrs ago	P6	G

Appendix 14

Memos

SCHOOL

SCHP

PEER INFLUENCE

Children in the same group tend to use similar expression.

A P6 girl sought help from her friend for the answer and said what her friend told her to say (Enjoy school).

GENDER

Girls tend to give explanation for their feelings.

Those who found school to be 'boring' and hated studies are all boys. Those who linked school to teachers, friends and learning are girls, except for the boy who described school as kind.

UPPER PRIMARY VS LOWER PRIMARY

UP tends to provide positive answer. [trying to be politically correct?]

LP includes only P2 and P3 children – smaller number.

GENERAL OBSERVATIONS

20 positive expressions towards school, 6 negative.

2 neutral actually mentioned nothing wrong with school, which isn't strong enough to be positive. Both are girls.

ANOMALIES

1 P5G still prefers her old school.

2 P5 boys, after using fun and nice to describe school, went on to say that it was boring, and 1 even said he didn't like studies.

SCHA

PEER INFLUENCE

Children in the same group giving different answers. [Type of question makes a difference?]

GENDER

No significant difference.

GENERAL OBSERVATION

Academic activities were mentioned 17 times, play 11, non-academic (excluding play) 15.

Periods and places mentioned were all outside the main curriculum.

When referring to non-academic events, children were likely to be talking about the things they like to do in school.

ANOMALIES

A P2 boy complained about his peer's (interview) misbehaviour in class.

A P5 girl mentioned her own misbehaviour in school.

SCHAP

PEER INFLUENCE

Children in the same group giving similar answers.

GENDER

No significant difference.

GENERAL OBSERVATIONS

Children provided an overview of their school: its purpose, programme, provision, and people.

While the purpose (study) was cited 5 times, it could not be compared to the non-academic features.

ANOMALIES

1P5G cited Children's Day and went on to describe how it was planned as told by the teacher—food and game could be expected.

SCHF

PEER INFLUENCE

Children in the same group gave different answers.

GENDER

Comparatively, more girls than boys show a positive attitude towards going to school.

GENERAL OBSERVATIONS

When reasons were provided, friends were usually the pull factor. 1P4B said they were people whom he could play with, talk to and share his feelings with.

1P5G, however, find some of them irritating.

Homework appeared to be a push factor.

ANOMALIES

1P6G mentioned food as the reason. Her peer mentioned food earlier in her answer.

1P5G remained loyal to her former school she felt that the current school did not match her.

TEACHER

SCHTP

PEER INFLUENCE

If the pairs are from the same class, their answers are likely to be similar.

GENERAL OBSERVATIONS

Children were generally positive about their teachers, especially those who had spared a personal touch in their lives.

A P6 girl mentioned the teacher's awareness of her family problem and arranged for a counselor to help her.

3 girls mentioned teacher's shouting in class but 2 demonstrated understanding.

Too much work can strain children's relationship with their teachers.

ANOMALIES

The girl who was transferred from another school lamented the loss of many favourite teachers.

A P5 boy who hated his teacher but acknowledged that the teacher was kind.

SCHTRL+

GENDER

Half the boys did not give the identity of the teachers they liked.

A P5B named the principal for the teacher he liked. [Boys identify better with people who have control over things?]

2 girls said there were many teachers they liked.

GENERAL OBSERVATIONS

Most children have someone they liked or could identify with.

ANOMALIES

A P3B found it hard talk about the teacher he liked. [Whether he had a favourite teacher is uncertain as he said yes only after some coercion from the interviewer]

The P5G who was transferred named one teacher she liked. She was not her class teacher but was friendly to her. [The same teacher for P2G]

SCHTRS+

GENERAL OBSERVATIONS

'Kind' was used by 7 children, 'good' by another 2.

Taking time to show personal attention was important to the individuals.

What a teacher did in class could also draw the students to him/her (Activities named include movie, play, jokes and even moral teachings).

Hence, class activities, teacher's personalities and personal attention are all possible appealing factors for students.

ANOMOLIES

The boy who named the principal as his favourite teacher mentioned 'in charge of school' as one of the qualities of the principal that attracted him. Being pretty could be an attribute that attracts children, especially girls (P2G, P5G).

SCHTRL-/R-

GENERAL OBSERVATIONS

7 Children said there wasn't any teacher they did not like.

For those who had a teacher they did not like, fierce was one of the most cited reasons for not liking the teacher.

People who have the authority to exert punishment, such as the disciplinary master and principal, could also turned these children off.

Mistreatment was responded by anger and willful behavior.

Teachers' attitude towards a friend could also elicit disgust.

ANOMALIES

A P5B did not like his teacher's look. He is the one who said he hated his teacher but s/he is kind, and named his principal as his favourite teacher.

His principal is the one who caned the P3B and the P3B disliked him.

The girl who was transferred from another school started saying she had a 'most hate' teacher then went on to deny it.

SCHTRP

GENDER

Of the 5 responses 4 were boys. [Boys were either more appreciative to their teachers' personal attention or their behaviour required greater attention]

ANOMALIES

The girl whose teacher had arranged for a counselor to help her did not think that the teacher actually paid special attention to her.

CLASSMATES

SCHCP

PEER INFLUENCE

2 P6B said similar things, 2 P5G did not have an answer, 2 P2G focused on someone they do not like, 2 P4G were rather similar. However, a P3G gave exactly the opposite answer to her peer's.

GENDER

All those who made negative comments are girls.
Boys tend to be vague in their response.

GENERAL OBSERVATIONS

5 girls mentioned problems with classmates, 4 gave accounts of those problems.
Having classmates from the same Home can lead to either better friendship or greater irritation. (P2 & P5G)
2 girls mentioned having classmates who would teach them.

ANOMALIES

1 P4G mentioned friend giving her food and lending her money. [Inadequate provision from the Home?]

SCHCRL+

PEER INFLUENCE

Similar answers were provided.

GENDER

Those who have either mixed feelings or negative impression of classmates are all girls.
Those who mentioned having friends who would share with them money and other things are all boys.

UPPER PRIMARY VS LOWER PRIMARY

Only the P2 and P3 provided names for their best friends.

GENERAL OBSERVATIONS

Reasons for liking their classmates include they played with them and help was provided (a means of support).
Getting monetary help was mentioned again (P5B, P3B). Another P5B stopped at 'lend me' without elaborating what kind of material help. A P6B talked about being treated with drinks.

P4B talked about sharing his money with those who did not have.

A P5G had best friend since nursery days. They went to kindergarten together and were still in the same school. [Someone from the Home?]

A number had best friends from the Home (including a P5B in respond to SCHCA).

Quite a number were vague when asked whether they had best friend in class.

ANOMALIES

A P3G who had not been cooperative said that she did not like her classmates and had no friend in class but her best friends were both at the home.

One of them was the other interviewee.

A P4G talked about classmates who would tell her things that she didn't know but were irritating as they 'beat' her.

SCHCA

GENERAL OBSERVATIONS

Majority said play, eat (recess), and study.

2 mentioned going back together and a P4G said they slept together but later corrected herself. [Was she referring to friends at the Home?]

P4B said they borrowed money from each other.

P5G said they cheered each other up when another was angry.

ANOMOLIES

P3B played with brother

P6G lamented on last year's group which was dissolved this year.

SCHHP/SCHHSO

GENERAL OBSERVATIONS

Most of the chn admit that they needed help in doing their homework.

Some contradicted themselves by saying that they do not need help but help was sought sometimes.

The person that they would seek to get help is mainly their trs, then staff, finally school friends.

While volunteers are helping the chn in their studies, only one of them was being mentioned.

These chn are aware that help can be sought from many channels.

Parents was the least mentioned person.

ANOMALIES

P5B does not want to seek help from staff. Looked downcast, he mentioned that he would go to school to talk to trs and frs.

SELF-PERCEPTION

SPTR

GENERAL OBSERVATIONS

Most of the children thought their teacher like them.

Reasons given include teachers being nice to the class, care about them personally or the fact that they did well in class.

About a quarter was either unsure or has a negative perception of teachers' attitude.

ANOMALIES

The P3B who talked about how he made fun of the teacher did not say whether he thought the teacher liked him.

SPCR

GENERAL OBSERVATIONS

Most of the children's expressions were similar to their responses to SPTR.

Most were confident of their friends' impression of them, although two mentioned that it was based on guesses.

ANOMALIES

The P6G who was not voted by classmates to run in the race ended her recount by saying that she liked them.

SPPA

GENDER

A couple of girls used a boy in the picture to illustrate how they would behave in class.

3 girls (P2, P4, P6) provided an analysis of each character in the vignette.

Those who have admitted playing during lesson time were boys.

GENERAL OBSERVATIONS

Some told of their actual behaviour in class and others pointed to a figure they aspired to be.

They were aware of the expected behaviour in class.

ANOMALIES

2P2G named their choice after their pop idols.

A P3B picked the enthusiastic one but admitted that he slept and played during lesson because it was boring.

A P6B said he listened when teacher was teaching but picked the boy who was playing because it was nice to be like that boy.

HOMEWORK & SUPPORT

SCHHP/SCHHSO

GENERAL OBSERVATIONS

Most children admitted that they needed help in doing their homework.

Some contradicted themselves by saying that they did not need help but help was sought sometimes.

The persons that they would go to for help were their teachers, staff and school friends.

While volunteers were available at the Home, only one of them was being mentioned.

These children were aware that help could be sought from many channels.

Parent was the least mentioned person for help.

ANOMALIES

A P5B did not want to seek help from staff and said he would go to school to talk to teachers and friends.

SUP

GENERAL OBSERVATIONS

Most chn have more than one persons who care about their studies.

The person who showed the most care is a staff at the Home and she is in charge of their educational matters.

School teachers are the next person on the list. They were at least referred to by 14 chn whereas staff by 13, friends by 7

A few mentioned parents (P2G, 2P4B, 3P5G, P6B, 2P6G), God (2P2G, P6G).

A few mentioned many people (2P5G, P3G, P4G)

ANOMALIES

P3G said she did not know but later said teacher cared the most.

P5G mentioned a teacher who is not teaching in the school anymore.

P6G mentioned guardian then later switched to parent.

FUTURE

FA

GENDER

“Teacher” is indicated all by girls.

“Police” is expressed by both girls and boys.

GENERAL OBSERVATIONS

A preponderance of “teacher” (5) and “police”(7). [Because of their exposure to teachers and policemen?]

A few were inspired by people at the Home: social worker and the Director.

Others stood out as rather unique: clown, bus driver, soccer player, swimming instructor, flower seller and singer/dancer.

Similar ambitions are stated across the different grades (from lower to upper primary).

2 did not know and 2 others came up with something after saying they did not know.

4 had a few on their lists.

FA-SCH

GENDER

Boys seem to be more affirmative about the value of school in achieving their ambition.

ANOMALIES

P2G linked the value of school to earning a living.

FA-SCH-SP

GENERAL OBSERVATIONS

The majority were aware of the importance of school (especially the older ones) as it would provide the necessary knowledge and skills.

It was linked with education, getting a certificate and helping others.

ADDITIONAL INFORMATION

ADD

GENERAL OBSERVATIONS

Children were open about their misbehaviours in school and the older ones showed awareness of their need for change.

Religious education had encouraged some of the children to seek God as they cope with their own problems.

In his recount, the P4B was a bully and had been a victim of bullies.

ANOMALIES

A P3G who had not been cooperating during the interview asked to be interviewed again.

A P6G though had been transferred for 5 years to the current school still thought her former school was better.

Appendix 15

Charts of new coding (samples)

School's Value					
Case	Programmes		People	Purpose	
	Positive Experience	Negative Experience		Knowledge	Future
P2B Jack SGSS	40 I LOVE (long pause) my school library very MUUUUCH				
P2B Sam SGSS	29 I like to play./38 PE lesson.				
P2G Cheryl SGSS					365 Yes, So that we can earn money and pay for the bill.
P2G Rachel SGSS				11 I likes school because can study more about... things.	
P3B+1 Rick SGSS	35 Recess./560 Ah, every time, recess time, my friend right, will dance the, don't know what dance, then he say loh loh loh loh loh/566 Ya, very funny er	20 So many homework to do. [link:Hmw]			556 um. Same lah.
P3B Leslie SGSS	37 Same.	16 I hate school./18 So boring.			553 Call us to do our homework, improve in our studies.
P3G Monica SGSS	23 Nothing wrong in the school./65 Fun		39 Can make friends, can have friends.		407 by studying
P3G Mandy SGSS		44 No/59 Nothing what. (laughing)[do not like going to school]			
P4B+2 Wilson SGSS	10 my school very good lah./	25 Um, not so much Because go to school very boring.	21 Huh, my principal and my teacher.		189 study hard/192 And When I grow up, I get my certificate I can go to find my job and I can become a police officer.

P4B Jareth SGSS	14 very kind./		23 My form teacher and my school teachers./31 I like to go to school.Because I have many friends to play with me, I can talk to them, I can share my feelings.		204 By study hard, pay attention, obey my teacher./215 Ask permission, ur, be kind and be generous to people.
P4G+2 Mary XHPS	14 my school (pause) my school is very nice/48 Um, um, play also			25 The teacher can teach us a lot of things	399 You can study, so that, you, like, how to say ah, you can, when you grow up right, want to be teacher right, you can take, you can use all your learning from school ah, to teach other people.
P4G Terry SGSS	38 Same lah/46 play.				
P5B Benny SGSS	4 Fun Nice./23 play, PE, recess time./26 Play soccer/33 Yes [like going to school]	8 I, I, I feel a bit boring lah, don't I don't like studies.			
P5B Willie SGSS	29 Playing, eating and study lah.	8 Um.. quite boring./35 Not so. [like going to school]			315 Give you knowledge
P5G Jazreel SGSS	44 PE and recess.				
P5G Jenny MFPS	66 My school ah, I don't know/75 Best about school. Music and computer. Still got one more, art/79 [like going to school?] A bit		81 Some of them very irritating one, they always irritate me		

P5G Jacinta SGSS	13 Children's Day because my teacher promise us that when Children's Day he will ur ur call us to buy some food or call our parents to make. make the food, ya, then we have party, then teacher say she will, he will call someone to sit on the chair, he will put water downstairs, then if we all throw the ball inside the thing right, then the person must drop into the water, the person will sit on the chair		5 I like my teacher./7 Um, I like to play with my friends in school.		210 Maybe./216 Because if I never study hard, nobody also can help me, ah.
P6B Steve APS	21 Exciting/25 PE (-physical education)/27 Play ah.				287 Study hard/290 Listen to teacher.
P6B Alan SGSS	5 Don't know./12 Play.				289 Education.
P6G Angel DQPS	17 Enjoy school/87 Food. nice.			60 Study. The food at the canteen	



P6G+1 Serena CHIJ	62 I enjoy the school canteen/64 The food at the canteen/71 Then I enjoy the computer lesson in school... then... like sometimes in school right, they have those learning journey, like excursion, like just recently I went to China town, India and to the Singapore River for a boat ride. So, I enjoy things like that.	77 Ya, I like going to school, but sometimes like I feel a bit tired you know every time going to school and then so restless and sometimes, especially homework, I get a lot of homework, so, but I like school a lot because of my friends and everything. But things to do with homework, then I not really like school.	32 Then like, in school I have a lot of friends, I'm not feeling bored. Then, I learn to communicate with people well. Um, then like, if there is any problem in school, my teacher will help, or she will get someone to talk to me and try and help me sort things out, then, ah I just enjoy school lah./66 and my friends, like, everyday I'm going to school and I'm seeing them, then sometime I am very happy, because like when it's our birthday, our friends give us something, or they make a card or give us a/71 present.	25 I find school a very place, okay, um, a place where I can learn a lot of things, then, I find it quite interesting, the lesson that are taught, like Maths, you know I like, because I used to hate Maths, and then like, now after my teacher teaching more like so I get to like Maths a lot,	498 Because like..pretend you want to be a lawyer, then it's like you have to learn how to speak well, your English must be like fluent, must speak proper English, must not speak like those Ah Lian you know./504 Ya, you must not speak vulgar words, you must know the law. In school, social studies they will teach you law, okay, like Geography like that, they will teach you about the law, okay, you must know like what punishment..if you want to become a counselor or what, is good to go school, because..it teaches, the way the teacher shows love to you right, you can show love to others./512 So I find school is quite good, because they, because whatever they teach right, it, like, it can help us, when we grew up you know, in our ambition.
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